

Ulf Algermissen / Olga Graumann / David Whybra (Hrsg.)

Inklusion im Bildungsbereich

Streiflichter aus Russland, Ukraine und Weißrussland

Inclusion in Russia, the Ukraine and Belarus

Current Work and Research



Ulf Algermissen, Olga Graumann und David Whybra (Hrsg.)
Inklusion im Bildungsbereich

Ulf Algermissen, Olga Graumann, David Whybra (Eds.)
Inclusion in Russia, the Ukraine and Belarus

Ulf Algermissen, Olga Graumann, David Whybra (Eds.)

Inclusion in Russia, the Ukraine and Belarus

Current Work and Research

U

Universitätsverlag Hildesheim
Hildesheim

g

Georg Olms Verlag
Hildesheim · Zürich · New York

2016

Ulf Algermissen, Olga Graumann und David Whybra (Hrsg.)

Inklusion im Bildungsbereich
Streiflichter aus Russland, Ukraine
und Weißrussland



Universitätsverlag Hildesheim
Hildesheim

Georg Olms Verlag
Hildesheim · Zürich · New York

2016



Tempusprojekt

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Diese Publikation entstand in Zusammenarbeit von Georg Olms Verlag
und Universitätsverlag der Stiftung Universität Hildesheim.

Das Werk ist urheberrechtlich geschützt. Jede Verwertung
außerhalb der engen Grenzen des Urheberrechtsgesetzes
ist ohne Zustimmung des Verlages unzulässig.
Das gilt insbesondere für Vervielfältigungen, Übersetzungen,
Mikroverfilmungen und die Einspeicherung und Verarbeitung in
elektronischen Systemen.

Die Deutsche Nationalbibliothek verzeichnet diese Publikation
in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten
sind im Internet über <http://dnb.d-nb.de> abrufbar.

ISO 9706

Gedruckt auf säurefreiem, alterungsbeständigem Papier
Redaktion und Satz: Mario Müller, Universitätsverlag Hildesheim

Umschlagabbildung: «Lichtmenschen», Pia Algermissen

Umschlaggestaltung: Inga Günther, Hildesheim

Herstellung: Docupoint Magdeburg, 39179 Barleben

Printed in Germany

© Georg Olms Verlag AG, Hildesheim 2016

www.olms.de

© Universitätsverlag Hildesheim, Hildesheim 2016

Alle Rechte vorbehalten

ISBN 978-3-487-15507-4

DOI 10.18442/593

Vorwort der Herausgeber

Der Inklusionsdiskurs mag umstritten sein. Die Bildungssysteme hat er bereits weltweit maßgeblich beeinflusst. Vielleicht trifft der Ausdruck wach gerüttelt genauer zu. Die Aufmerksamkeit und Verantwortlichkeit für problematische Rand- und Übergangsphänomene in pädagogischen Handlungsbereichen ist intensiviert worden. Überall dort, wo Individualität und Heterogenität hinter rollenmäßigen Definitionen und Regelungen verschwunden waren, wurde die pädagogische Landschaft neu belichtet und vermessen. Spezialisierungen und Segmentierungen – etwa der ganze Bereich der Sonderpädagogik – werden nachhaltig in Frage gestellt. Sonderpädagogische Institutionen sind gezwungen, sich neu zu verantworten und zu legitimieren. Kein Schulversuch, keine Reform in der Nachkriegszeit hat die Schulsysteme und die Herausforderungen für Lehrerinnen und Lehrer an ihren Arbeitsplätzen so sehr verändert wie die Inklusion. Viele Fragen stellen sich:

- Sind Lehrkräfte in erster Linie Unterrichter und Wissensvermittler und erfordern integrative Arbeiten eine besondere Assistenz oder sehen sie sich auch selbst in der integrativen Verantwortung?
- Benötigen Lehrerinnen und Lehrer andere, polykulturelle Ausbildungen und Sensibilisierungen, um ihre Arbeit zu bewältigen?
- Müssen sie Ihre eigene Persönlichkeit angesichts veränderter Herausforderungen modellieren und benötigen sie dafür spezielle Trainings?
- Brauchen inklusive Lebens- und Lernumgebungen andere Organisationsformen für die inhaltliche Arbeit, Zusammenarbeit mit Teams, Eltern oder anderen Akteuren?
- Welche Veränderungen sind notwendig, um inklusive Kulturen nachhaltig zu etablieren?

Auch in den Aus- und Weiterbildungssystemen Russlands, Ukraine und Belarus gelangte das Thema einer menschenrechtsbasierten inklusiven Pädagogik in den letzten Jahren zunehmend in den Fokus. Es wird zum Beispiel in allen drei Ländern der Behindertenthematik viel Aufmerksamkeit geschenkt (Regierungsprogramme wie u. a. «Barrierefreie Umgebung»). In Belarus ist das Thema Förderung von Hochbegabten ein wichtiger Schwerpunkt, in Russland hat das «Interkulturelle Lernen» derzeit einen hohen Stellenwert, denn es ist in bestimmten Regionen ein zunehmen-

der Zustrom von Migranten zu verzeichnen. Eine friedliche Koexistenz im städtischen multikulturellen und multikonfessionellen Milieu ist bis heute keineswegs selbstverständlich. In der Ukraine gibt es durch die politischen Entscheidungen und kriegserischen Auseinandersetzungen eine große Zahl an kriegstraumatisierten Menschen, die Hilfe brauchen. Im westlichen Teil der Ukraine wächst die Zahl der Flüchtlinge aus dem östlichen Teil.

Die Artikel der Wissenschaftler/innen und Nachwuchswissenschaftler/innen osteuropäischer Universitäten in diesem Buch sind im Rahmen des EU-Projektes «Aus- und Weiterbildung für Pädagogen und Bildungsmanager im Bereich Diversity» (543873-TEMPUS-1-2013-1-DE-TEMPUS-JPCR) entstanden. Die Wissenschaftler/innen und Doktorand/innen konnten sich in den Universitäten Hildesheim, Bremen und Wien weiterbilden und die jeweiligen Universitätsbibliotheken für ihre Recherchen nutzen.

Das Ziel dieses Projektes (Laufzeit 1.12.2013 bis 31.11.2016) war die Qualifizierung von Pädagogen und Bildungsmanagern im konsekutiven Aus- und Weiterbildungssystem für den konstruktiven Umgang mit Diversity in Bildungseinrichtungen und Organisationen. Die Zielgruppen sind im Ausbildungsbereich Studierende des Bachelor- und Masterstudiengangs in den Bereichen Lehramt, Pädagogik, Sozialpädagogik sowie Doktoranden. In der Weiterbildung sind es Lehrer, Bildungsmanager sowie Vertreter von Behörden (Kommune, Stadt, Sozialamt, Migrationsdienst etc.). Die Nutznießer der Projektergebnisse sollen Kinder und Jugendliche mit besonderen Bedürfnissen, ihre Eltern, Hochschule, heterogene Organisationen und Unternehmen, Sozialämter und Migrantendienste, kommunale Behörden u. a. m. sein.

Im Mittelpunkt der Projektarbeit standen die Modernisierung und Entwicklung der Curricula für das Three-Cycle-System und die Weiterbildung im Bereich Diversity mit dem Ziel Studierende und Teilnehmer darauf vorzubereiten mit heterogenen Gruppen von Kindern und Jugendlichen konstruktiv umzugehen sowie Steuerungsprozesse in heterogenen Organisationen effektiv zu leiten.

Im Projekt arbeiteten 18 west- und osteuropäische Universitäten, eine Schule und ein Kinderheim über den Zeitraum von drei Jahren zusammen. Es wurden Lehrbücher zu Vielfalt in der Pädagogik sowie zum Diversity-Management geschrieben, zahlreiche Tagungen durchgeführt und Module für den Bachelor- und Masterstudiengang sowie für eine Weiterbildung im Bereich Diversity und der Inklusion entwickelt.

Auf nationaler Ebene wurden netzwerkartige Strukturen von Schule, Hochschule, Sozialämtern, Migrationsdiensten, heterogenen Organisatio-

nen geschaffen und in den Bildungseinrichtungen wurde begonnen, inklusive Milieus zu etablieren, die als institutionelle Modelle für eine pluralistische und tolerante Gesellschaft dienen werden.

Auf internationaler Ebene wurde ein Netzwerk von Hochschulen und weiteren Institutionen wie Weiterbildungseinrichtungen, Migrantendienste, Sozialämter gebildet, so dass jede Institution, ausgehend von ihren inhaltlichen und personellen Stärken ihre je spezifischen Beiträge als Best Practice für das Netzwerk zur Verfügung stellen konnte, um die entstehenden Synergieeffekte für eine Erhöhung der Qualität der Aus- und Weiterbildung im Bereich Diversity zu nutzen. Aktive Netzwerkarbeit leisten nachhaltig Führungskräfte (strategische Planung und Führung), Wissenschaftler (Marktanalyse, Curriculumentwicklung, Lehre), Mitarbeiter und Verwaltungskräfte (administrative Unterstützung) sowie Studierende.

Viele der bestehenden Probleme lassen sich mit den Situationen in Deutschland vergleichen, viele sind jedoch länderspezifisch und ändern sich je nach politischer Lage. Pädagogen in allgemeinbildenden Einrichtungen und Bildungsmanager müssen jedoch in der Lage sein, auf diese sich stetig verändernden Herausforderungen richtig zu reagieren. Den im Projekt erarbeiteten Modulen im universitären Bachelor- und Masterbereich sowie in der Weiterbildung zum «Umgang mit Diversity» liegt daher eine intersektionale Sichtweise im Sinne von capability approach zugrunde. Denn Pädagogen und Bildungsmanager haben es nicht ausschließlich mit bestimmten Sektionen von Diversity zu tun, sondern sind mit Gruppen und Organisationen konfrontiert, die alle Facetten der Vielfalt widerspiegeln (physische Beeinträchtigungen, Sprachprobleme, kulturelle Prägungen, soziale Verwahrlosung, Hochbegabung) in verschiedenen Kombinationen (zum Beispiel physische Beeinträchtigungen plus Hochbegabung).

Der vorliegende Band spiegelt die Auseinandersetzung junger Wissenschaftler aus Osteuropa und ihre Wahrnehmungen heterogener Lernwelten wieder. Obgleich der Inklusionsdiskurs international geführt wird, sind seine Zugänge und Fragestellungen andere als westeuropäische oder angloamerikanische. Kulturelle Gegebenheiten, Gepflogenheiten der sozialwissenschaftlichen Communities und sozialpolitische Zusammenhänge spiegeln sich in den Beiträgen wieder. Aus den Beiträgen lassen sich auch die Anstrengungen der Wissenschaftler herauslesen, Verständnis für geistes- und sozialwissenschaftliche Tätigkeiten und Zusammenhänge in sehr technokratisch denkenden Umgebungen zu erlangen und damit Anschluss an internationale Entwicklungen zu finden.

Vielleicht rütteln die Beiträge auch westeuropäische Leserinnen und Leser wach, indem sie auf die Fragilität scheinbar selbstverständlicher Institutionalisierungen und ihrer zugrundeliegenden Annahmen und Legitimationen hinweisen. Und vielleicht entwickeln sich dadurch Fragen, die auch – angesichts aktueller neuer politischer Trennlinien zwischen Ost und West – neugierig machen auf die Verhältnisse und Gestaltungen, in und unter denen sich Menschen begegnen, helfen, miteinander kooperieren, sich verstehen, Teilhabe ermöglichen und Probleme lösen. Die Beiträge sind es daher auf vielen Ebenen wert, in der komparativen pädagogischen Diskussion Interesse zu finden.

Die Herausgeber haben sich bemüht, in der sprachlichen und inhaltlichen Präzisierung der ins Deutsche bzw. Englische übersetzten Texte zielführend zu arbeiten. Damit konnte ein Verständnis der Texte alleinstehend und untereinander gesichert werden. Selbstverständlich blieben alle Texte inhaltlich authentisch, aber es musste ein Interface zwischen Ost und West sprachlich geschaffen werden, damit Interpretation, Diskussion und Weiterarbeit gelingen können.

ULF ALGERMISSEN

OLGA GRAUMANN

DAVID WHYBRA

Hildesheim, im Dezember 2016

Inhaltsverzeichnis – Contents

New approaches to managing social experience in education. Charity as a basis for working with heterogeneous groups ALLA YAROSHENKO, TETIANA MATUSEVYCH AND ANASTASIA LYADNEVA	11
Developing polycultural competence in education experts through intercultural sensitivity VOLHA MELNIK	23
Internationalisierung der Hochschule – am Beispiel des Programms «Doppelabschluss» TATJANA SHIRINA	37
Modelling Child and Adult Community Education in a Heterogeneous Educational Environment SVETLANA ZINOVYEVA AND SVETLANA TRASHCHENKOVA	47
Mental Health Features in Combatants with PTSD ROMAN POPELIUSHKO	51
Schwierigkeiten bei der Aneignung der Zähl- und Rechenfertigkeiten bei Grundschulern mit Störungen der psychischen Entwicklung bzw. Lernschwierigkeiten NADJA TSYRULIK	63
Creating an Inclusive Culture in Higher Education EKATERINA TIKHOMIROVA AND EKATERINA SHADROVA	77
Key Research-Based Findings on the Development of Ongoing Professional Teacher Education within the System «College – University» in Belarus (1991–2015) NATALYA SCHEPETKOVA	99

Factors and conditions of professionalization for tomorrow's teachers
with respect to intercultural communication

VERONIKA AFONINA

113

Teacher education and training in uncertain times.
Polycultural education for future professional social education workers

OLGA GURENKO

123

Entwicklungstolerantes Verhalten bei Managern

SWETLANA VODNEVA

133

Inclusive education.

Risk Factors, Risks and Chances

LUDMILA VOLOSNIKOVA, GALINA EFIMOVA

AND ANDREY TOLSTIKOV

137

Theoretical and experimental research into the continuity
of educational programmes in the Higher Education System

ANASTASIYA KAZARENKO

145

How teachers can work with parents in terms of educational integration

MARIYA SHEREMET AND OKSANA HNOYEVSKA

153

Cultivating readiness in future teachers for self-education
and self-improvement through the individualization
of their professional training

SVETLANA KHATUNTSEVA

163

List of authors

177

New approaches to managing social experience in education

Charity as a basis for working with heterogeneous groups

ALLA YAROSHENKO, TETIANA MATUSEVYCH AND ANASTASIA LYADNEVA

Introduction

Our orientation and point of departure is that one of the most important manifestations of social responsibility in society is the availability and functionality of charity. This will also characterize the prospects of socially responsible behaviour where there is social development. Well-developed charity practice suggests a value-motivational readiness in the socially responsible behaviour of key actors; this will include the development and implementation of appropriate organizational, managerial, institutional, legal, financial and other supportive mechanisms of social responsibility, both at national and at regional and local levels.

Nowadays, incorporating the concept of charity into Ukrainian educational theory and practice as a manifestation of social responsibility has become necessary. What has made it necessary is the fact that Ukrainian society is in transition, and there are certain preconditions that characterize this society. The main preconditions for re-establishing issues of charity in educational theory and practice in modern Ukraine are as follows:

First, there are many structural changes in modern Ukraine society. The development and formation of social phenomena and structural changes such as the information revolution, humanization, democratization of society, intensification of cross-cultural communication and globalization have had a significant impact on the fundamentals of social systems everywhere and have given rise to profound changes in the essence of social institutions and practices, which in turn have given rise to profound changes in the everyday life of people, their ideas, values, interpersonal communication, moral norms and life goals. These developments and changes contribute to the formation of a new infrastructure of social relationships and personal communications, which requires the appropriate methodological support in educational activities to ensure consistency and continuity. Of most importance, here, is attention to the issue of social responsibility in all components of the educational system: institution, technology and philosophy.

Second, there is an ongoing discussion about the need for the creative implementation of European experience for the rooting of welfare state principles (reasonable ratio of private and common interests, based on the tradition of altruism, compassion, and social justice). In this case, it is very important to embed morality, social responsibility and empathy principles into educational theory and practice. In modern times, a public life of charity is, no doubt, an important factor for social interaction between people that posteriorly demonstrate their ability to significantly influence the stabilization of society by influencing the direction of development. Implicitly, the modern revival of charity and philanthropy in Ukrainian society is the response to the social and economic situation, which is characterized not only by the significant plight of a large number of people, but also by the weakening of their potential.

Third, the need to overcome the challenges and contradictions of the contemporary world that is often described as ego-centred due to the lack of tolerance, understanding of otherness, empathy, compassion, humanism etc.

The interest in charity as an object for study comes from the multi-directionality, ambiguity, and relativistic potential of the concept, as there are a variety of models for its educational implementation that differ in content and in form. Changing its sense in historical perspective, charity as seen in social phenomena, as a tool for solving social tensions, its practice and virtue opens up new horizons for its functioning in a modern world and thus the need to study its educational implementation becomes obvious. The extreme relevance of these issues is given in post- revolutionary Ukraine as a transitional society, in which several shifts are occurring at the same time: from a command to a market economy, from a closed to an open society, from an ethno-national to a civil-national state.

The key interest of our study is in the heterogeneous societies because current processes in Europe (unifying, mass immigration, refugees from conflict countries) are creating serious threats to existing social phenomena functioning on a homogeneous basis. The differences in status, psychological, behavioural, social, economic, cultural and other characteristics are the basis for the development of the social experience that contains new prospects and challenges for education. Thus, the old issue of «learning to live together» poses new trajectories of development, and vectors of motion. These objectives have high social, political and cultural significance and provoke the search for broader senses of charity. As Swedish visionary Emanuel Swedenborg wrote in his book «Charity: The Practice of Neighbourliness», charity is not only about giving to those in need, but in a broader

sense about loving your neighbour and doing good things for other people without thought of reward. He believed that charity, along with faith, was part of the foundation of spiritual practice (Swedenborg, 1995).

The task of peaceful living in a globalized world must be accomplished by embedding the values of tolerance, empathy, social responsibility, charity, social partnership, active participation into the curricula. This helps to educate young people towards coexistence, creates the need and culture of living together in society without violence, in peace and harmony, based on the principles of humanism, mercy, justice and freedom.

The many faces of charity

As we already have noted, the concept «charity» is ambivalent and in some cases contradictable. Usually it is used in two main senses:

- Charity as virtue
- Charity as practice

Let us consider each of the interpretations in more detail. The first interpretation of charity as a virtue comes from theology. Charity is, in Christian thought, the highest form of love, signifying the reciprocal love between God and human beings that is made manifest in unselfish love of one's fellow men. St. Paul's classical description of charity is found in the New Testament (I Cor., 13). In Christian theology and ethics, charity (a translation of the Greek word *agapē*, also meaning «love») is most eloquently shown in the life, teachings, and death of Jesus Christ. St. Augustine summarized much of Christian thought about charity when he wrote that charity is a virtue which, when our affections are perfectly ordered, unites us with God, for by it we love him (Thomas Aquina, 1920). Using this definition and others from the Christian tradition, the medieval theologians, especially St. Thomas Aquinas, placed charity in the context of the other Christian virtues and specified its role as «the foundation or root» of them all. Although the controversies of the Reformation dealt more with the definition of faith than with either hope or charity, the Reformers identified the uniqueness of God's *agāpe* for man as unmerited love; therefore, they required that charity, as man's love for man, be based not upon the desirability of its object but upon the transformation of its subject through the power of divine *agape* (Charity, Christian concept, 2016). Such understanding of charity is mostly implemented in the curricula of religious schools and colleges.

Another implementation of charity, as a practice, means the voluntary giving of help to those in need, as a humanitarian act. Charitable giving is the

act of giving money, goods or time to the people in need, either directly or by means of a charitable trust or other worthy cause. Charitable giving as a religious act or responsibility is referred to as almsgiving or alms (Tzedakah in Judaism; Zakat in Islam; Dāna or Daana in Hinduism, Buddhism and Jainism).

But some contradictory aspects of charity are under criticism. In «The Soul of Man Under Socialism» Oscar Wilde calls charity a ridiculously inadequate mode of partial restitution [...] usually accompanied by some impertinent attempt on the part of the sentimentalist to tyrannize [the poor's] private lives, as well as a remedy that prolongs the «disease» of poverty, rather than curing it (Wilde, 2001). Wilde's thoughts are cited approvingly by Slavoj Žižek, and the Slovenian thinker adds his description of the effect of charity on the charitable, when, confronted with the starving child, we are told:

«For the price of a couple of cappuccinos, you can save her life!»,
the true message is:

«For the price of a couple of cappuccinos, you can continue in your ignorant and pleasurable life, not only not feeling any guilt, but even feeling good for having participated in the struggle against suffering!» (Žižek, 2010, p. 117).

Alison Dunn, in the article «As 'cold as charity'? Poverty, equity and the charitable trust» (Dunn, 2000) noted that it has often been assumed that the notion of altruism indicative in the ordinary use of the term «charity» penetrates the rationale for equity's enforcement of charitable trusts for the relief of the poor. The article examines whether, in the area of poor relief, equity acts out of a humanitarian regard for those whose relief is the purpose of the trust, or whether there is a more pragmatic rationale for action. Alison Dunn concludes that whilst the potential for humanitarian relief in charitable trusts for the poor is clear, the operation of equity's jurisdiction in this area has a more prosaic disposition, placing poverty within the practical context of broader economic, social, commercial and industrial political policies.

Despite the above-mentioned criticism, the inclusion of the issues of charity as a practice into curricula is widespread. The Philanthropy Education Project (PEP), as one example of «teaching and learning» the practice of charity, was developed in Australia. The PEP initiative, following an extensive review of existing Australian and international resources on teaching philanthropy, is developing a sequence of six philanthropy education modules for use within the Australian national curriculum. Tailored for each State and Territory with local case studies, the packages will build on the new Civics and Citizenship modules of the Australian Curriculum. «Studies demonstrate that altruistic behaviour is habit-forming and encourages children to demonstrate empathy

and generosity,» says Liz Branigan, PEP researcher and senior lecturer at the Centre for Social Impact in Swinburne in a recent paper.

«It is also well established that if younger children are encouraged to give philanthropically, the more likely it is that giving will become a common practice in later life.» (Gibbs, 2014).

Another example of the ambivalent usage of the concept of charity is well-known in philosophy, i.e. the «principle of charity» The principle of charity governs the interpretation of the beliefs and utterances of others. It urges charitable interpretation, meaning interpretation that maximizes the truth or rationality of what others think and say. Some formulations of the principle primarily concern rationality, recommending attributions of rational belief or assertion. Others primarily concern truth, recommending attributions of true belief or assertion. Versions of the principle differ in strength. The weakest urge charity as one consideration among many. The strongest hold that interpretation is impossible without the assumption of rationality or truth. In educational practice, students are typically instructed to follow the principle when interpreting passages and formulating the arguments they contain. Philosophers have argued that the principle of charity plays an essential role in characterizing the nature of belief and intentionality, with some philosophers contending that beliefs must be mostly true. A version of the principle has even served as a key premise in a widely-discussed argument against epistemological scepticism (Feldman, 2016).

So, even brief analysis shows the ambiguity of interpretations of the concept of charity and its basic educational implications. This ambiguity, on the one hand, complicates the search for methodological approaches, and, on the other hand, offers alternative possibilities for embedding the concept of charity into educational philosophy and practice with reference to the requirements, needs and expectations of society. On the need for change in the value paradigm of charity we will talk in the next part of the article.

The value paradigm of charity in the context of heterogeneous participation society

Exploring the phenomenon of charity in a modern world shows the need for change in its value paradigm. For the last three millennia, a classical philosophical thought has positioned charity as the universe of love, absolute goodness, compassion for the needy. These principles are the essence of the functioning of a very popular mid-twentieth century concept of the welfare state, which adheres to the idea of providing social benefits and makes

efforts to establish social equality. However, globalization, socio-economic, political and territorial transformations have essentially shaken the position of the welfare state. This gave grounds for philosophers, scientists and politicians to talk about the crisis of the welfare state. The concept of the participation society is built on the wreckage of the welfare state, limiting the distribution of blindly given alms, assisting with the needs of various groups and increasing the responsibility of citizens for their own welfare. Strengthening its position in the global world, charity acquires strategic importance to a society making a shift from a benefactor or passive benefits provider to a creator of social policy, which is responsible for the development of society. The responsibility is tantamount to the rational use of benefits and help for a beneficiary.

Analysis of the system of values of charity that bears attributive characteristics of heterogeneity and contextuality deserves special attention. So, due to the above-mentioned aspects of the values of charity, we propose that the definition of the system of values of charity should be a key element in assessing the motivational behaviour of a charity creator that fixes society backgrounds and separates the significant from the incidental, taking into account the specific needs of the latter.

Analyzing the value paradigm of charity in a society of active participation, let us explore it as a set of values that forms the citizen of the country, a man/woman who has defined a set of rights and freedoms, and is responsible to society for his/her actions, who is independent and aware of herself/himself in this status as an individual member of society, whose activities are coordinated by the idea of the common good. In our view, the most accurate representation of the value paradigm of charity can be shaped by the divergence of the personal values governing the meaning of charity from the standpoint of selfish benefit to both the benefactor and the needy; then there are social values, resulting from the interdependent relations of benefactor and beneficiary on the basis of mutual benefit. The last group includes the values of civilized governing and the universal principles of humanism, that all form the basis of charitable philosophy.

Personal values of the value paradigm of charity can be specified as follows: values of selfish benefit, values of social interest, values of freedom on the part of the beneficiary and charity recipient, values of moral responsibility, values of trust, values of empathy.

In terms of the interdependence of the good, the charity shows a positive reflection on the values that are determined by the expression of gratitude, not only for the recipient of benefit, but also for the benefactor. As

an important indicator of rationality, goodness has its focus on the value of individual benefits, regulating aid not from a position available to a benefactor of resources, but conditioned by the needs of the poor and their membership of the categorical group of the needy. The main arguments in favour of individual benefits are the principle of the effectiveness of aid for benefactor integrity and the quality of the benefits for the poor. This model of targeting social wealth is more effective than universal, because resources are not spent on those who are not in need, or have other needs, thereby not creating an excess of resources in those receiving assistance.

The paradigm of charity from the position of values of mutual benefits in a heterogeneous society demonstrates the laws of interaction within social holism. Social holism of charity comes from the fact that society and the individual personality are inseparable from each other's phenomena. Under such conditions, charity is the result of the conscious agreement between individuals about the way of living together to facilitate relationships between them and create mutual security.

Actually, the abstraction of security issues reorients us to the values of civilization development, regulating the ideological foundations and principles of development of civilization and forming the basis of its charitable philosophy. In this sense, civilizational values of charity, on the one hand, define and influence the content of its regulations, on the other, they form a kind of motivational-semantic frame of reference for its partners by offering socially acceptable behaviour.

In the transitional periods of history, we observe a more irrational component, which, by nature, is the emotion of mercy. Such assistance was situational, involving one-time donations or gifts, giving quick results and solving acute local problems, but it is impractical in a globalized society. And the benefactor for this model of social practice rather than moral satisfaction had no benefit. Instead, charity acquires strategic importance in a globalizing world, since the format applies to social investments, as calculated by formulating the strategic objectives in the areas of social protection, health and science, transforming them into instruments of positive change at a civilization level.

Educational implementation of the value paradigm of charity: prospects and opportunities

So, how should the value paradigm of charity in the educational system of heterogeneous Ukrainian society be represented. From our point of view, the following recommendations will be useful:

1. We must exclude inconsistency and a wrong understanding of charity as social phenomena and processes. Mainly this concerns charity plus/versus justice issues: the difference between charity and justice; the causes of societal problems, such as poverty; ways to address the underlying causes of societal problems.

The main characteristics that distinguish charity from justice are identified in the table below (Source: Office of Social Justice, Archdiocese of St. Paul/Minneapolis):

Charity	Justice
Charity = social service. Charity provides direct services like food, clothing and shelter.	Justice = social change. Justice promotes social change in institutions or political structures.
Charity responds to immediate needs.	Justice responds to long-term needs.
Charity is directed at the effects of injustice, its symptoms. Charity addresses problems that already exist. Otherwise put: LOVE MOPS UP.	Justice is directed at the root causes of social problems. Justice addresses the underlying structures or causes of these problems. Otherwise put: JUSTICE TRIES TO MAKE SURE THE MESS ISN'T MADE TO BEGIN WITH.
Charity is private, individual acts.	Justice is public, collective actions.
Examples of charity: homeless shelters, food shelves, clothing drives, emergency services.	Examples of justice: legislative advocacy, changing policies and practices, political action.

2. We should include the concept of charity into educational theory and practice through citizenship education.

UNESCO defined citizenship education «as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society» (UNESCO, 1998). «Society» is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state. A knowledge of the nation's institutions, and an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

- the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and

- the citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned.

All human beings are both individuals and citizens of the society to which they belong. Therefore, human rights and citizen rights are inter-dependent (UNESCO, 1998).

A separate and very important part of citizenship education should focus on social responsibility issues. The postcolonial heritage of thriftlessness, inherent in the principle «all is collective – all is no one's» has resulted in modern Ukrainian society suffering from a lack of responsibility at both the political and the narrow-minded level.

3. We should include the concept of charity into curricula through peacebuilding education and education for social cohesion.

At the moment, the Ukraine is a conflict-affected country and it is high time to embed issues of peacebuilding and social cohesion into educational policy and practice. Several interventions in education will be necessary for that (Smith et al., 2011):

- Provision of short-term humanitarian responses to ensure safe access to education;
- Conflict-sensitive programming designed to ensure that a project does not exacerbate existing tensions or create new ones and
- Longer-term programmatic approaches that support peacebuilding.

For the Ukraine, the development of which for a long time took place based on conflict accumulation, on the contrast between the western and eastern identification model, education for social cohesion is a vital necessity. The future of the country depends directly on the level of perception by students of such values as tolerance, understanding of otherness, empathy and dialogue.

4. We must include the concept of charity into curricula through teaching tolerance.

Developing tolerance of those who are in need in the younger generations regarding gender, racial, cross-national, religious and political factors, ensuring peaceful coexistence and equal cooperation among individuals, the recognition, understanding and respect of alternatives, freedom of personality, the multidimensionality of the surrounding environment, variability of points of view, exclusion of domination and pressure, aprioristic ascription of stereotypes. In addition to tolerance in all spheres, social life

is one of the most important attributes of a just civil society, a society of equal rights and opportunities, excluding any involuntary segregation and discrimination.

Conclusions

Summarizing the above-mentioned ideas, we can conclude that changing its sense in a historical perspective, charity as a social phenomenon, a tool for solving social tensions, in practice and as a virtue poses new horizons of functioning in a modern world, and thus the need to study its implementation into complicated educational architecture becomes obvious. But this is not a simple task due to the ambiguity and ambivalence of the concept of charity. This ambiguity, on the one hand, complicates the search for methodological approaches, and, on the other hand, offers alternative possibilities for embedding the concept of charity into educational philosophy and practice according to the requirements, needs and expectations of society. In this case, there will have to be a shift in the value paradigm of charity. The paradigm of charity from the position of the values of mutual benefits in a heterogeneous society demonstrates laws of interaction within social holism. Educational implementation of the value paradigm of charity in a heterogeneous society aims to educate, in the younger generation, towards the ability for coexistence, creates the need and culture of living together in society without violence, in peace and harmony, based on the principles of humanism, mercy, justice and freedom. To this aim it must be successfully implemented into curricula through charity plus/versus justice issues, citizenship education, peace-building education and through teaching tolerance.

References

- Aquinas, Thomas (1920), *The Summa Theologica*. Second and Revised Edition. London: Burns Oates and Washbourne.
- Charity, Christian concept. In: *Encyclopædia Britannica*. <https://www.britannica.com/topic/charity-Christian-concept> (retrieved: June 15, 2016).
- Dunn, Alison (2000), As «cold as charity»? Poverty, equity and the charitable trust. In: *Legal Studies*. vol. 20 (4), pp. 222–240.
- Feldman, Richard, Charity, principle of. In: *Routledge Encyclopedia of Philosophy*. <https://www.rep.routledge.com/articles/charity-principle-of/v-1> (retrieved: May 15, 2016).

Gibbs, Sam (2014): Teaching Aussie kids philanthropy (and other fun stuff). In: Generosity Magazine. <http://www.generositymag.com.au/teaching-kids-philanthropy-how-to-get-it-right/> (retrieved: June 8, 2016).

Smith, Alan et al., (2011), The Role of Education in Peacebuilding. Literature review. United Nations. Children's Fund, New York.

Swedenborg, Emanuel (1995), Charity: The Practice of Neighborliness. Swedenborg Foundation.

Wilde, Oscar (2001), The Soul of Man under Socialism and Selected Critical Prose. London: Penguin.

Žižek, Slavoj (2010), Living in the End Times. Verso.

Developing polycultural competence in education experts through intercultural sensitivity

VOLHA MELNIK

One's own culture provides the «lens» through which we view the world; the «logic» [...] by which we order it; the «grammar» [...] by which it makes sense.

Kevin Avruch, Culture Conflict and Resolution

Introduction

A group establishes its universe of meaningful things through social representations which come into being in communication within the group. The way «others», be they immigrants, migrants or other non-national cultural groups are perceived and ultimately received, depends on the dominant groups perceptions, conceptions and representations of these «others». Immigrant, migrant and other non-national cultural groups often are forced to play a «game» called «assimilation» in an effort to match these representations. If someone is the outsider and not a member of the dominant group, it means that he needs to give up his own values and adopt the values of others, as a means of survival. This is neither easy nor comfortable: it is painful and often demeaning (Elliott, 2016).

We know that we can learn to understand and appreciate the values, expectations, and communication styles of other traditions without giving up our own. We can adjust appropriately and effectively to different values and communication styles if we learn how first to perceive and then to adapt to them. Such understanding is part of what is referred to as polycultural competence.

Experts of education as well as managers can be helped to develop their polycultural competence so that they can be more effective in delivering their services to the changing populations within society. Persons in the organizations can not afford to be culturally myopic if they do not want to be ineffective and consequently obsolete (Harris 1991). Professionals at all levels and in all work sectors are challenged to respond to the questions: «what to do, how to act, who to be?».

Professional groups need to continuously and critically evaluate routine practices and professional knowledge. This is particularly relevant in multilingual and polycultural contexts. Experts of education are doubly chal-

lenged: they both work in an environment that is increasingly linguistically and culturally diverse, and also are often the first contacts diverse groups have in their efforts to adapt to their new environment. Studies of the impact of linguistically and culturally diverse groups on professional attitudes, skills and actions suggest there is a need and demand for appropriate in-service training and extended education in polycultural competence in addition to organizational and structural changes.

What is culture and why is it important?

So what do we mean when we talk about culture? Many different definitions abound. Culture has been defined as those things that everyone has in a predictable and generally restricted sense which is recognizable in a list of cultural traits (Spindler 1996). This notion of culture tends to refer to prescribed ethnic, national and international entities. Identifying with this «large culture paradigm» is clearly vulnerable to stereotyping. However, culture is not something one inherits: it is learned (Samovar, 1999, p. 237–264). This is one of the few aspects of culture that has – more or less – been agreed upon. In contrast to large culture, a «small culture paradigm» attaches «culture» to small social groupings or activities wherever there is cohesive behaviour, and this way it moves towards negating this type of stereotyping.

Answering the question «what is culture» has been attempted by various researchers. The discussion of culture as a common dynamic process generates a more inclusive context for the discussion of differences. The way culture is defined, however, varies. For some, culture broadly is defined as including differences based upon economic status, sexual orientation, gender, and lifestyle. Others focus more on ethnic, racial, and linguistic differences. While basic assumptions about culture and differences vary, these assumptions influence the models, approaches, methods, and strategies used for personnel development in cross cultural settings.

Renato Rosaldo has pointed out several facts related to how we can understand what in fact culture is today. These include, but are not limited to, the realization that for many groups, especially those situated in urban areas, culture is not closely limited. People tend to live alongside if not in the midst of different cultural groups. Beyond this, we see that there is a great deal of variation even within any given cultural group. No person from a specific cultural group is the same as another member of that group. Their knowledge and behaviour varies as a result of a variety of factors which include among others gender, age, status, occupation and language. Cultures are not static: we actively construct them and thus they are in constant flux.

Furthermore, while we obviously acquire some aspects of culture through socialization, this does not mean that we are passive recipients in the process. However, while we are not passive recipients in the process, there are aspects of our cultural knowledge which are implicit. An often presented illustration of this that helps us to understand this aspect has been attributed to Kluckhohn, who is credited as having said that the fish would be the last creature to discover water, with water being to the fish what culture is to all of us. In other words, it is something so all-encompassing that we take it for granted. Meaningful aspects of culture are found within the individual and are shared ways of interpreting the world and our experiences; these help us to understand the non-verbal aspects of communication specific to a given culture. It is also important to remember that aspects of culture exist in everyday-life practices as opposed to existing on a theoretical and stereotypical basis. We could easily continue in this vein providing even more facts that surround the way we interpret culture's understanding. Consequently, given the brief presentation of the dimensions of culture, we can agree that culture as a concept is much more complex than we might have thought. We can also argue that those who work within a polycultural environment need to understand how these facets impact their dealings with others.

How and why do people react to cultural differences?

Cultural differences are an added complexity to an already difficult communication situation. Gudykunst, Wiseman and Hammer suggested that people choose whether they want to communicate effectively, and once they choose to do so, they need to know when and how. This choice is usually not made consciously, but is rather a subconscious or even unconscious choice on their part based in part on inculcated beliefs, representations and stereotypes. Being sensitive to the beliefs of others and understanding and respecting their culture are critical to the process of acquiring a client's trust and satisfaction. As different societies hold different views, the way people react to cultural differences as well as the style employed in one culture will not necessarily work in another and adaptations must be made accordingly. Individuals who work with clients from different cultural milieus managers need to develop a «my culture is OK, your culture is OK» frame of reference unless the other's culture really is not OK. In that case, the mainstream culture's representative needs to identify and implement programmes to change the culture to «really OK» (Rodrigues, 1997, p. 690–702).

Some of the myths surrounding intercultural communication related to cultural differences and working with individuals and groups include statements such as:

- «Basically, deep down, we are all the same [...]»
- «It all comes down to personality [...]»
- «If I'm myself, don't put on airs, it will all be ok [...]»
- «Communication only takes place when we choose to send information»
- «Choosing not to discuss certain issues can minimize problems and discomfort».

Fact is though, that all behaviours are learned and displayed in a particular cultural context – which means these can and do change given the particular cultural context - and that it is possible to learn to identify these and not expect everyone to act in the same way we do. If we consider the Cultural Iceberg paradigm we see that «appearances can be deceptive - more is hidden than revealed» (Weaver 1986). Since culture's role is in one respect subtle at least to each of us, it's equally logical to consider that others don't necessarily see all that underlies it - we see only the very tip of the cultural iceberg - more lies beneath the surface than is visible to the naked eye. Surface culture is primarily in our awareness and includes art, music, literature, dance, cooking, and dress. Deep culture is in contrast primarily beyond our awareness. It's really a treasure chest full of those things that make up who we really are. Some of the things that are part of our deep culture are the way we relate to modesty, authority, justice, work, leadership, decision making, problem solving, non-verbal communication, time, language, social interaction, roles related to age, sex and occupation; even the way we use and interpret eye contact, nodding and silence – while explicit – is grounded in deep culture!

What are multiculturalism, cultural and, by extension, polycultural competence?

According to Lestinen, Petrucijová, and Spinthourakis, multiculturalism comes as a result of population and cultural migration and brings with it the dilemma of balancing acceptance, tolerance and openness to cultural pluralism with fear that traditional ways of life will be eroded. The more open to cultural diversity, the less cohesive identity may be. Multi-ethnicity and cultural diversity raise questions of «uncertainty, diversity and about the ways in which people have the possibility, or not, of constructing their own identities» (Woodward 2000, 1). Multiculturalism also stresses iden-

tity as being inclusive, rather than exclusive. Cultivating inclusive identity is integral to socialisation in a culturally diverse society. Contact with another culture modifies cultural identity, both consciously and unconsciously. Contemporary multiculturalism expects individuals to deal with cultural contacts and to face possible tensions between different worlds. Cultural contact should be seen as a source of enrichment, not of conflict.

Before starting to look into the topic of cultural competence, a definitional framework is needed here. Cross, Bazron, Dennis, and Isaacs explored the concept of cultural competence in the system of care, and developed a definition and framework. They argue that cultural competence is defined as a set of congruent behaviours, attitudes, and policies. These in turn come together in a system, agency, or among professionals, which then enables them to work effectively in intercultural situations. Thus, we can argue that when referring to cultural competence, «culture» implies the integrated patterns of human behaviour that include thoughts, communications, actions, customs, beliefs, values, and by extension, institutions of racial, ethnic, religious, or social groups. «Competence» in turn, implies having the capacity to function in a particular way within the context of human behaviour defined by a group. It should be pointed out that the words cross-cultural competence and intercultural competence are used interchangeably in disciplines as diverse as business, communications, education, nursing, nutrition, psychology, and social work. They refer to the ability to relate and communicate effectively when the individuals involved in the interaction do not share the same culture, ethnicity, language, or other relevant variables. Hains, Lynch and Winton provide a fairly thorough review of the topic. They cite Barrera and Kramer who define cultural competence as «the ability of service providers to respond optimally to all children, understanding both the richness and the limitations of the socio-cultural contexts in which children and families, as well as the service providers themselves may be operating» (Barrera & Kramer, 1997, pp. 217–251). Lynch and Hanson describe cross-cultural competence as «the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, [socio] cultural and linguistic diversity» (Lynch & Hanson, 1993, p. 50–55). It becomes obvious from the common characteristics that we can note across these two definitions, that cross-cultural competence has multiple components that address attitudes, knowledge, skills, and actions. When applied to organizations rather than individuals, cross-cultural competence refers to the organization's ability to be responsive to the unique cultural, ethnic, or linguistic characteristics of its constituency or clientele. Developing intercultural competence is a slow,

gradual transformative learning process (Taylor, 1994, p. 389–408). In short, having cultural competence means that one is able and willing to learn new patterns of behaviour, to effectively apply them in the culturally appropriate settings and to recognize that this doesn't happen overnight.

Assuming that we agree on the need for an understanding of the culture of others, we can say that what we therefore need is a framework of multicultural competence. Sue, Carter, Casa, Fouad, Ivey, and Jensen, provide us with a framework of this type of competence which focuses on three facets. These three facets include awareness, comprehension and competent skills. The first of these requires an awareness of one's own culture in relationship with the other cultures around you, and an awareness of the culturally learned assumptions which control your life, with or without your permission. The second entails a comprehension that depends on having the right facts and information about the cultural context. The third relies on competent skills that depend on an accurate assessment of the situation and meaningful understanding to bring about positive change in each cultural context. Ferdman and Gallegos refer to multicultural competence as being about an appreciation of different cultures especially in regard to education, research and psychology. Polycultural competence can be seen as an attribute of both individuals and of organizations in that our incentive to develop skills and to behave in particular ways comes from, on the one hand, our individual characteristics and, on the other, from the organizational and institutional contexts in which we find ourselves. Culture is more than race or gender. It can include values, beliefs and language. Simply, this framework includes knowing your own culture in relation to others, having an awareness of culturally learned assumptions that control your life; understanding based on the correct facts and information about the specific cultural context and the correct skills to use which are based on an accurate assessment of what is going on so that you can do what is needed in the given cultural context.

Achieving this cross cultural or better yet polycultural competence requires at least in part becoming aware of six fundamental patterns of cultural differences – these help us to understand the ways in which cultures tend to vary among themselves and help account for the recurring problems we encounter in communication between different cultures. This means finding ways in which cultures, as a whole, tend to vary from one to another.

The descriptions point out some of the recurring causes of cross-cultural communication difficulties (see Table 1). The first of these patterns of cultural differences has to do with communication style – verbal and

non-verbal – even the same work can have a different meaning, multiple meanings and shades of meaning. Non-verbal communication is even more a factor – given that that same gesture can and often does mean quite different things – let alone the actions we have no knowledge of and which unknowingly cause discontinuity in communication. If we bring in things like the way we interpret time, space and distance and we begin to see where this may lead us.

1. Different Communication Styles
The way people communicate varies widely between, and even within, cultures. A major aspect of communication style is the degree of importance given to non-verbal communication. Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time.
Communicating between two cultures involves generating, transmitting, receiving, and decrypting coded messages or bits of information; it is about much more than language.
2. Different Attitudes Toward Conflict
In some cultures, conflict is not usually desirable, but people most often deal directly with conflicts as they arise. In others, a face-to-face meeting is a customary way to work through problems. In many Eastern countries, open conflict is considered embarrassing or demeaning. Differences are best worked out quietly.
Another means might be enlisting a respected third party who can facilitate communication without risking loss of face or being humiliated.
3. Different Approaches to Completing Tasks
Some cultures tend to attach more value to developing relationships at the beginning of a shared project, with more emphasis on task completion toward the end.
Others tend to focus immediately on the task at hand, allowing relationships to develop as they work together
Why? They might have different access to resources, different rewards associated with task completion, different notions of time, and different ideas about how relationship-building and task-oriented work should go together.
4. Different Decision-Making Styles
In some cultures, decisions are frequently delegated. In others, high value is placed on carrying decision-making responsibilities oneself.
Equally important is considering whether or not majority rule is a common approach or if consensus is the preferred mode.

5. Different Attitudes Toward Disclosure
In some cultures, it is not appropriate to be frank about emotions, about the reasons behind a conflict or a misunderstanding, or about personal information.
6. Different Approaches to Knowing
Some western cultures tend to consider information acquired through cognitive means (i.e., counting & measuring) more valid than affective ways of knowing (i.e. symbolic imagery & rhythm).

Table 1: Six fundamental patterns of cultural differences
(adapted from Dupraw & Axner, 1997)

The second has to do with attitudes on the subject of conflict. Overt and aggressive action may be totally suitable and acceptable in one culture and anathema in another. If wrongly read, we can end up with major problems and not merely stalemates. Unbeknownst to us, projecting our attitude about conflict into the communication foray can lead to embarrassment if not humiliation. The third pattern focuses on how we deal with task completion. Here, we see that the way in which tasks are completed - singularly, collectively, independently, in a linear fashion or in other ways is also dependent on culture. Why? Because those involved may have different access to resources, different rewards associated with task completion, different notions of time, and different ideas about how relationship-building and task-oriented work should go together. In the fourth, we find that «Who» decides what and how this is exhibited and actualized is also culture-specific. An example that might help to make this clearer is given by Edward Hall. Right after World War II, the Americans came to discuss an aid and rebuilding project in Greece. The Americans came with the head of the delegation and several assistants, the Greeks came with the whole echelon. The American discussed the general framework while the Greeks wanted all the details. The result was both sides walking away from the table in frustration if not anger and suspicion. Ultimately the aid package came through but the initial problem was for the Americans to decide and delegate, for the Greeks to discuss in detail to the point of exhaustion. A clear example of how different culture specific decision-making styles can lead to cultural differences. The fifth pattern focuses on how much one is prepared to reveal. It deals with the issue of what you ask and what you may expect to get back as an answer. This is also a matter of culture. It also has to do with whom is asking, and who is expected to answer this is not always the same person. In some cultures men give the answers and women do not; also in these cultures, women do not ask the questions. Thus, you need to know what is culturally appropriate, so as not to be led to a dead

end and far worse misunderstanding. Finally, in the last one we see that the way we approach finding out about things is important.

Description of polycultural competence in the modern education specialist

- Change of a framework of professional activity also attracts changes of requirements for the competence of teachers. Polycultural competence gradually becomes a key to understanding and effective co-operation in the professional education community.
- As teachers live today and teach in conditions of variety, polycultural literacy is a meta-frame with a potential for the integration of different training programmes.
- Knowledge of features of the polycultural environment defines types and forms of activity. A highly emotional culture and positive motivation at the introduction in the dialogue of cultures allows us to overcome any possibly negative effects of interaction. The capabilities of self-change and self-development are a necessary condition of personal mobility and an opportunity to find ways of constructive interaction.
- According to the competence-based approach to training, we constructed a model of polycultural competence for specialists of education.
- The model of polycultural competence in the context of a problem of achieving success in a modern cross-cultural educational space assumes the availability of (special) knowledge, abilities, values (cross-)relations), personal qualities and ways of behaviour.

Knowledge

- Knowledge of the cultural premises of perception, interpretation and behaviour of representatives of different cultural traditions.
- Understanding of cultural premises of own perception and behaviour.
- Knowledge of factors in the efficiency of interaction at implementation of educational and research, project and educational activity in polycultural conditions.
- Knowledge in the field of features of attitude and the dominating interests characteristic of representatives of the defined gender and age, and also representatives of different ethnicities and subcultures.

- Knowledge of international standards of the academic letter. Knowledge of regulations and rules of preparation of requests in the international funds.
- Knowledge of specifics of the educational systems in different countries.
- Knowledge of opportunities for use of information technologies in professional communication at the international level.

Ability and skills

- Ability to build interpersonal relations in polycultural professional education collectives, taking into account the cultural features of participants of the interaction.
- Skills of constructive conflict resolution between representatives of educational communities of different cultures.
- Ability to organize educational interaction in a polycultural group of pupils.
- Ability to organize research and project activity in polycultural collectives, and also to manage it successfully.
- Ability to consider the studied problem from the points of view of different schools of academic science in different cultures.
- Ability to carry on professional dialogue with representatives of other cultures.
- Ability to present results of the activity at the international level, including scientific texts representing results of joint activity.
- Foreign language skills at the level permitting participation in international discussions with a professional perspective.

Relation

- Readiness for communication with representatives of other cultures in the course of joint activity (absence of fear of communication in a foreign language with mistakes).
- Aspiration to achievement of effective cooperation with the colleagues representing other cultures.
- Desire to warn about and overcome the cross-cultural contradictions arising within research, project and educational practice.
- Lack of negative stereotypes in perception of the points of view regarding the results of research, project and educational work of representatives of other cultures.

- Valued relation to the polylevel of culture in a professional environment, perception of the polylevel of culture as a factor of mutual enrichment through the working and personal cultural experience.
- Interest in features of attitude of representatives of other cultures, orientation towards appreciating their analysis.
- A positive relation to group failings.
- Low need for a feeling of security (capability to take a risk).
- Mobility and readiness for permanent advanced training in the field of professional activity, etc.

Personal qualities

- The conceptual thinking defining a low social distance from the people who are perceived as «others».
- The high level of tolerance towards uncertainty.
- Empathy and tolerance.
- The wide categorization defining the best adaptation to the new environment.
- Healthy self-assessment permitting us not to see a threat in the people who are perceived as «others».
- Social orientation (ability to establish new cross-cultural relationships).
- A sense of humour.
- Cross-cultural sensitivity.

Behaviour

- Participation in an exchange of working experience with the representatives of other cultures with different work experience, adhering to different scientific concepts, implementing different scientific, research and educational methods and technologies.
- The organization of constructive interaction and cooperation within a research, project and educational work taking into account national, age, gender, status, the professional identity of participants of interaction.
- Implementation of professional communication in the course of the development of the international projects, carrying out research with the use of information technologies.

However, the list provided of polycultural competences is incomplete, depending on educational situations, the purposes, the content of polycultural education it can be extended.

Conclusion

In an era of growing cultural diversity, education experts need to take up the idea of including in their orientation and ongoing training programmes issues related to intercultural sensitivity and cultural diversity. This is a matter that takes on increased importance when we consider the social, political and demographic changes that have found expression in our respective countries as well as through our borders onto the broader world scene. A note of caution though, this subject can not be covered by providing «information» in a single presentation and by holding the false belief that the recipients of this information will be adequately prepared to deal with a new and different clientele. A single presentation on cross-cultural differences may not be sufficient training in preparing education experts to be effective in an increasingly polycultural world. Ideally, a well-structured, dual- focused theoretical and hands-on training programme that takes into consideration the individual and agency needs in relation to the wants and requirements of their clientele would be the most effective means of achieving the desired ends. However, while the outcome of such interventions may not be the guaranteed improvement of intercultural competence, they may rather be a means of making experts of education realize their ability to communicate with clients from different cultures, and to help them realize that there is a need for developing this competency.

Finally, if we agree that we need and want to help immigrant, migrant and other non-national cultural groups avoid the «game of assimilation», experts of education and all those who work with these groups need to understand the role culture plays directly and indirectly in their dealings with others. Polycultural competence development through intercultural sensitivity is one means of achieving this objective.

Literature and list of sources

Adapted from Dupraw, Marcelle E., Axner, Marya (1997), Working on common cross-cultural communication challenges. A More Perfect Union Project (AMPU) and Public Broadcasting Service (PBS) online. <http://www.pbs.org/ampu/crosscult.html> (retrieved: July 5, 2016).

- Barrera, Isaura, Kramer, Lucinda (1997), From monologues to skilled dialogues: Teaching the process of crafting culturally competent early childhood environments. In: Winton, Pamela J., McCollum, Jeannette A.; Catlett, Camille (eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies*. Baltimore, Paul H. Brookes.
- Dupraw, Marcelle E.; Axner, Marya (1997), Working on common cross-cultural communication challenges. A More Perfect Union Project (AMPU) and Public Broadcasting Service (PBS) online. <http://www.wgcd.org/action/ampu/crosscult.html#PATTERNS> (retrieved: March 30, 2005).
- Elliott, Candia, Adams, R. Jerry, Sockalingam, Suganya (2016), Multicultural Toolkit. (Toolkit for cross-cultural collaboration). <http://www.awesomelibrary.org/multiculturaltoolkit.html> (retrieved: July 05, 2016).
- Harris, Philip R., Moran, Robert T. (1991), *Managing cultural differences*. Houston, Gulf Publishing Co.
- Lynch, Eleanor W., Hanson, Marci J. (1993), Changing demographics: Implications for training in early intervention, «Infants and Young Children».
- Rodrigues, Carl A. (1997), Developing Expatriates Cross-Cultural Sensitivity: Cultures Where «Your Culture's OK» Is Really Not OK, «Journal of Management Development».
- Samovar, L. A., Porter, R. E. (eds.) (1999), *Intercultural communication*, op. cit. Holliday, Adrian, *Small cultures*, «Applied Linguistics».
- Spindler, G. (2000), Comments from the «Exploring Culture Institute». San Francisco, CA, November 1996. As cited in Henze, Rosemary, Hauser, Mary, *Personalizing culture through anthropological and educational perspectives*. Berkley, CA, Center for Research On Education, Diversity & Excellence, University of California. <http://www.crede.org/products/print/eprs/epr4.html> (retrieved: Mai 27, 2016).
- Taylor, Edward W. (1994), A Learning Model for Becoming Interculturally Competent, «International Journal of Intercultural Relations».
- Weaver, Gary R. (1986), Understanding and coping with cross-cultural adjustment stress. In: Paige, R. Michael (ed.), *Cross-Cultural Orientation, New Conceptualizations and Applications*. Lanham MD, University Press of America.
- Woodward, Kathryn (2000), *Questions of identity*. London, Routledge.

Internationalisierung der Hochschule – am Beispiel des Programms «Doppelabschluss»

TATJANA SHIRINA

Einleitung

In Folge des Integrationsprozesses in der ganzen Welt ist die Internationalisierung der Hochschulbildung eine der wichtigsten Prioritäten strategischer Hochschulentwicklung. Im Rahmen der Internationalisierung sind Strategien, internationale Beziehungen zu knüpfen, internationale Bildungsprogramme und wissenschaftlicher Ausbildungsprojekte zu realisieren, besonders wichtig. Die Hochschulen arbeiten unter den Bedingungen des Kulturpluralismus und eines interkulturellen Umfeldes, das durch Vielfaltigkeit und durch gegenseitige Abhängigkeiten charakterisiert ist. Dazu ist eine zusätzliche Vorbereitung der Hochschullehrer sowie der Studierenden zur Teilnahme an gemeinsamen internationalen Bildungsprogrammen notwendig. Um die internationale Dimension zu erreichen, muss man insbesondere die interkulturelle Kompetenz der Hochschullehrer und der Studierenden weiterentwickeln.

1. Europäische Dimension

Die «europäische Dimension» im Bildungswesen zielt darauf hin, eine Erziehung zum «europabewussten Bürger» zu erreichen und eine vorrangig nationale oder zentralistisch ausgerichtete Bildungspolitik zu überwinden (Motschmann, 2001, S. 2). Motschmann stellt in ihrer Arbeit die Frage, wie die «europäische Dimension» in der Lehrerbildung umgesetzt werden kann und welche Inhalte gelehrt werden können.

Auf die im Laufe der Geschichte unterschiedlichen Definitionen und Grenzziehungen von «Europa» kann an dieser Stelle nicht näher eingegangen werden. Bei dem Versuch einer Definition des Begriffs nennt Motschmann zwei Ebenen der «europäischen Dimension»:

- objektiv-administrative Ebene, zu der das Regelwerk (Sammlung der Vorschriften) und die Institutionen zu ihrer Umsetzung gehören und die nicht minder wichtige

- subjektiv-mentale Ebene, die schwerer greifbar ist, weil sie die Akzeptanz eines europäischen Gemeinschaftsgefühls beinhaltet (ebd., S. 27 f.).

Um zu einem «europabewussten Bürger» erziehen zu können, ist es erforderlich, sowohl in der Schule als auch in der Hochschule Möglichkeiten des europaweiten Austausches zu bieten. Bildungsprogramme, die von den Universitäten angeboten werden, sollen zur Durchführung von Doppelabschlüssen beitragen und erfordern eine neu zu vereinbarende Ausbildungspolitik. Auslandsaufenthalte und der Erwerb eines Abschlusses im Ausland beinhaltet immer beide von Moschmann genannten Ebenen, die objektive Ebene genauso wie die subjektive-mentale Ebene. «Die mentale Ebene der «europäischen Dimension im Bildungswesen», welche einen Beitrag für das europäische Zusammenwachsen leisten soll, impliziert die Relativierung der eigenen Gewohnheiten und die Offenheit für andere Kulturen. Dieses erfolgt nicht nur auf einer theoretischen Ebene, sondern ist Ergebnis eines persönlichen Lernprozesses durch das Sich-Einlassen auf eine fremde Kultur innerhalb einer Kulturbegegnung» (ebd., S. 30).

Die Hauptaufgaben einer europaweiten Ausbildungspolitik sind die Förderung qualitativ hoher Bildung, die Organisation der internationalen Zusammenarbeit, die Unterstützung von Teilnehmern an internationalen Programmen unter den Bedingungen der kulturellen und sprachlichen Vielfalt, sowie der Austausch wissenschaftlicher Erfahrungen im europäischen Raum.

2. Internationale Dimension

Im Folgenden werde ich näher auf die «Internationale Dimension» im Rahmen der internationalen Tätigkeit der Hochschulen und der Teilnahme von Lehrenden und Studierenden an internationalen Bildungsprogrammen eingehen.

Unter der «internationalen Dimension» der Hochschule verstehe ich das Vorhandensein der internationalen, das heißt über die «europäische Dimension» hinausgehenden Komponente im Bildungsprozess der Hochschulen. Diese Komponente entspricht den internationalen Standards und ist interkulturell orientiert. Die internationalen Standards sind nicht ein normatives Dokument, sondern eine «Metapher», die die qualitativen Charakteristiken der Hochschulbildung, die bestimmten Etalons entsprechen müssen und die internationale Dimension widerspiegelt. Die internationalen Standards sind eine wichtige Quelle für die Organisation des lebenslan-

gen Lernens. Sie ersetzen die nationalen Bildungsstandards nicht, die die Gesamtheit der konkreten Forderungen zur Vorbereitung der Fachkräfte in verschiedenen Ländern beinhalten, sondern zeigen die weltweiten Tendenzen der Entwicklung der Bildung auf und bestimmen den Vektor der Entwicklung des lebenslangen Lernens.

Drei Komponenten der internationalen Dimension können herausgearbeitet werden: strukturell-inhaltsreiche, technologische und Verwaltungskomponente.

Die *strukturelle-inhaltsreiche Komponente* beinhaltet die Einführung in das Hochschulbildungssystem unter den Prämissen des Bologna-Prozesses; die Realisierung des internationalen gemeinsamen Bildungsprogramms (zum Beispiel Doppelabschluss); die verschiedenen Formen der globalen Bildung (Transborder Education, Franchising, Branch Campus, Corporate Agreement und andere); die Module oder die modularen Elemente, die den innovativen Wissensstand einschließlich innovativer Methoden der Partnerländer in verschiedenen Wissenschaftsgebieten beinhalten.

Unter der *technologischen Komponente* versteht man die Einführung in den Ausbildungsprozess verschiedener Technologien und Methoden, die die Errungenschaft der modernen Didaktik widerspiegeln wie unter anderem die Entwicklung der interkulturellen Kommunikation, die interkulturellen Seminare, Trainings, Workshops, Inklusive Bildung und die Offenheit gegenüber den Bildungsressourcen die in den verschiedenen heterogenen Gruppen aufzuspüren sind.

Die *Verwaltungskomponente* beinhaltet die Akkumulation der Finanz-, Verwaltungs- und Personalressourcen, die die Voraussetzungen der internationalen Dimension des Bildungsprozesses schaffen. Zu dieser Komponente zählen auch die Entwicklung strategischer internationaler Partnerschaften und die Motivation der Hochschullehrer zur Teilnahme an verschiedenen Arten der internationalen Tätigkeit.

Strukturell-inhaltsreiche Komponente	<ul style="list-style-type: none"> – Prinzipien des Bologna-Prozesses; – Realisierung von internationalen gemeinsamen Bildungsprogrammen (zum Beispiel Doppelabschluss); – Transborder Education, Franchising, Branch Campus, Corporate Agreement; – Module und die modularen Elemente.
--------------------------------------	---

Technologische Komponente	<ul style="list-style-type: none"> – Verschiedene Technologien und Methoden moderner Didaktik; – Entwicklung der interkulturellen Kommunikation; – interkulturelle Seminare, Trainings, Workshops; – internationale Lehrer-Teams; – Inklusive Bildung; – Offenheit und Berücksichtigung der Bildungsressourcen in den verschiedenen heterogenen Gruppen.
Verwaltungskomponente	<p>Akkumulation der Finanz-, Verwaltungs- und Personalressourcen;</p> <p>Entwicklung der strategischen internationalen Partnerschaft;</p> <p>Motivation der Bereitschaft des Hochschullehrers zur Teilnahme an verschiedenen Arten der internationalen Tätigkeit.</p>

Tabelle 1: Die Komponenten der internationalen Dimension

3. Interkulturelles Lernen

Interkulturelles Lernen findet statt, wenn eine Person bestrebt ist, im Umgang mit Menschen einer anderen Kultur, deren spezifisches Orientierungssystem der Wahrnehmung, des Denkens, Wertens und Handelns zu verstehen, dieses in das eigenkulturelle Orientierungssystem zu integrieren und auf das Denken und Handeln im fremdkulturellen Handlungsfeld anzuwenden. Interkulturelles Lernen bedingt neben dem Verstehen fremdkultureller Orientierungssysteme eine Reflexion des eigenkulturellen Orientierungssystems. Interkulturelles Lernen ist dann erfolgreich, wenn eine handlungswirksame Synthese zwischen kulturdivergenten Orientierungssystemen (Kulturstandards) erreicht ist, die erfolgreiches Handeln in der eigenen und in der fremden Kultur erlaubt (vgl. Thomas 1991, S. 189).

Die Bereitschaft, sich mit kulturellen Unterschieden auseinanderzusetzen, stellt eine Grundvoraussetzung für interkulturelles Lernen dar. Auf die Bereitschaft folgt der Erwerb bzw. das Erlernen spezifischer Schlüssel Fähigkeiten. Eine solche Schlüsselkompetenz stellt unter anderem die Reflexionsfähigkeit dar. Denn um kulturelle Unterschiede wahrnehmen zu können, müssen sowohl der eigenkulturelle Hintergrund wie auch Aspekte der fremden Kultur reflektiert werden können. Im Hinblick auf den interkulturellen Kompetenzbegriff lassen sich daher drei Teilkomponenten differenzieren: Dimensionen, Fähigkeiten und Kompetenzen.

Dimensionen interkulturellen Lernens

Decke-Cornill und Küster (vgl. 2010, S. 236 f.) weisen darauf hin, dass als grundlegend für interkulturell reflektiertes Verhalten neben Wissen auch so schwer zu operationalisierende Faktoren wie Neugier auf andere Menschen, Empathiefähigkeit, Selbstkenntnis und cultural awareness anzusehen sind. Der Erwerb interkultureller Kompetenz umfasst neben der Aneignung kulturellen Wissens (kognitive Dimension) auch einen Prozess der Persönlichkeitsbildung, der zum Beispiel die ‹Sensibilisierung für fremde Kulturen› beinhaltet (affektive Dimension). Erst das Zusammenspiel beider Dimensionen mündet in interkulturell kompetentes Handeln

Schlüsselfähigkeiten interkultureller Kompetenz

Lüsebrink stellt drei Schlüsselfähigkeiten auf, die das Individuum beherrschen bzw. erlernen muss:

- Rollendistanz: ‹Eigene Ansichten, Handlungsmuster etc. im Wesentlichen vor dem Hintergrund der eigenen, nationalkulturell und sozialkulturell geprägten Norm zu sehen und hierzu aus einer Fremdperspektive Abstand zu gewinnen›.
- Ambiguitätstoleranz: ‹Unterschiedliche Interessen, Erwartungen und Bedürfnisse zu tolerieren und sie im Prozess der Herstellung einer Übereinkunft zu berücksichtigen›.
- Empathie: ‹Sich in eine neue, nicht vertraute Situation und Umgebung hineinzusetzen› (Lüsebrink, 2005, S. 68).

Teilkompetenzen interkultureller Kompetenz

Das Bündel interkultureller Kompetenz setzt sich somit aus drei wesentlichen Teilkompetenzen zusammen:

- Handlungskompetenz: Sich in interkulturellen Situationen angemessen verhalten.
- Kommunikationskompetenz: In interkulturellen Situationen angemessen kommunizieren.
- Verstehenskompetenz: Symbolische Zeichen anderer Kulturen lesen, verstehen und interpretieren können (ebd.).

4. Internationale Bildungsprogramme an der Staatlichen Universität Nowgorod

Am Beispiel der Staatlichen Universität Nowgorod namens Jaroslaw der Weise (Russland) stelle ich die Realisierung der internationalen gemeinsamen Bildungsprogramme vor. Die Aktivität eines Doppelabschlusses in Kooperation mit der russischen Universität ergibt sich aus der intensiven Zusammenarbeit zwischen Deutschland und Russland im wirtschaftlichen und sozialen Bereich und der Bedeutung der Ausbildung international qualifizierter Fachkräfte.

In der Geschichte der Partnerschaft der Universitäten Nowgorod und Hildesheim kann man die Kooperation im Bereich Erziehungswissenschaft betrachten. Im Projekt «Integrierter Studiengang in Erziehungswissenschaft mit deutsch-russischem Doppelabschluss» in Kooperation zwischen der Universität Hildesheim und der Staatlichen Universität Nowgorod (Russland) konnte man seit 2004 die Erfahrung machen, dass erst durch den internationalen Austausch von Wissen, Methoden und Denkweisen und dem wissenschaftlichen Diskurs über konkrete Themen in der Lehre im internationalen Team die Basis für eine gegenseitige Anerkennung geschaffen werden kann. (vgl. Petrjakow, 2015, S. 225)

Dennoch entwickeln sich in den letzten Jahren auch andere Bereiche der Zusammenarbeit. Somit wurden wissenschaftliche Kontakte im Bereich der technischen Bildung zu einem wichtigen Bestandteil bei der Stärkung und Ausweitung der Beziehungen zwischen den Partner-Universitäten. Ein anschauliches Beispiel dafür ist in dieser Hinsicht die nachhaltige Kommunikation zwischen dem Institut für Pädagogik, Technologie und Handwerksarbeit der Universität Nowgorod, dem Institut für Mathematik und Informatik und dem Institut für Technik der Stiftung Universität Hildesheim.

Der erste Besuch an der Universität Hildesheim von Dozenten und Studierenden des Instituts fand 2012 statt und war in Form einer «Russischen Woche» dem «Jahr der russischen Bildung und Wissenschaft» in Deutschland gewidmet. Das Ziel des Aufenthalts bestand in der Knüpfung von Partnerbeziehungen im Bereich der technischen Bildung zwischen den entsprechenden Instituten der Universitäten. An der «Russischen Woche» nahmen drei Studierende und zwei Hochschullehrer teil. Im Laufe der Workshops wurden von den deutschen und russischen Studenten gemeinsame Kunstwerke in verschiedenen Techniken vorbereitet, die anschließend in einer Ausstellung dargestellt und diskutiert wurden. Die nächste gemeinsame Aktivität, die die Zusammenarbeit im Bereich technologischer Bildung ge-

fördert hat, war 2013 die «Woche der Technik und Kunst», die unter dem Motto «Gemeinsame Kreativität schlägt Brücken» durchgeführt wurde. Die Teilnahme an den Veranstaltungen erhöhte die Motivation der Studenten und gab neue Anregungen für die Entwicklung des gemeinsamen Bildungsprogramms «Doppelabschluss in Technik» (ebd., 225 f.)

5. Vorbereitung auf ein Auslandssemester in Deutschland

Für die erfolgreiche Realisierung des gemeinsamen Bildungsprogramms «Doppelabschluss», ist die zusätzliche Vorbereitung der Hochschullehrer und der Studierenden wichtig. Die zehnjährige Erfahrung der Realisierung des Programms «Doppelabschluss in Erziehungswissenschaft» hilft uns den Kurs der Vorbereitung der Studierenden an der Heimatuniversität zu organisieren. Dieser Kurs heißt «Vorbereitung auf ein Auslandssemester in Deutschland» und besteht aus zwei dreitägigen Blockseminaren (siehe Tabellen 2 und 3).

Die Besonderheit dieses Kurses ist die Methode des Immersionsunterrichts. Unter Immersion (lat. *immersio*), das mit «Eintauchen» oder auch «Sprachbad» übersetzt werden kann, versteht man in der Sprachwissenschaft und der Pädagogik eine Situation, in der Personen in ein fremdsprachiges Umfeld versetzt werden, in welchem sie die fremde Sprache erwerben. Anders als bei anderen Sprachlernmethoden folgt bei der Immersion der Erwerb der fremden Sprache ausschließlich den Prinzipien des Mutterspracherwerbs.

Seit Mai 2015 wurde der Kurs im Institut für Pädagogik, Technologie und Handwerksarbeit der Staatlichen Universität Nowgorod zweimal erfolgreich durchgeführt.

Im Teil 1 des Seminars werden die Teilnehmer mit den Besonderheiten des Alltagslebens in Deutschland, mit administrativen Angelegenheiten und mit dem Studium an einer deutschen Universität bekannt gemacht.

Oberbegriffe	Ziel	Inhalt
<i>Leben in Deutschland</i>	Kennenlernen der Besonderheiten des Lebens in Deutschland	<ul style="list-style-type: none"> – Verkehr – Fahrkartenkauf – Zeit – Uhr – Fahrplan – Wohnung (Farben, Möbel) – Nachbarschaft – Energiesparen (Heizung, Strom, Wasser)

		<ul style="list-style-type: none"> – Tagesablauf – Lebensmittel – Mülltrennung – Freizeit
<i>Bürokratie</i>	Erklären und Ausfüllung von Formularen	<ul style="list-style-type: none"> – Visumantrag – Kontoeröffnung – Krankenversicherung abschließen – Anmeldung
<i>Studium in Deutschland</i>	Kennenlernen einer deutschen Universität «Ein Tag im Leben eines Studenten»	<ul style="list-style-type: none"> – Immatrikulation – Stundenplan – Studentenausweis – Bibliothek, Mensa, Rechenzentrum – Vorlesungsbesuch – Seminar – Präsentation
<i>Reflexion</i>	Besprechung, Evaluation, Abschlussgespräch	<ul style="list-style-type: none"> – Evaluation – Reflexion – Zertifikate

Tabelle 2: Inhalt des Kurses «Vorbereitung auf ein Auslandssemester in Deutschland», Teil 1

Im Teil 2 des Seminars lernen die Teilnehmer Stereotype und Bräuche kennen sowie Feste, die in Deutschland gefeiert werden. Nach dem Abschluss des Kurses bekommt jeder Teilnehmer eine Informationsmappe, in der alles Wissenswerte (auch Lexik, Glossar, Übungen), gesammelt wurde.

Oberbegriffe	Ziel	Inhalt
<i>Kultur in Deutschland</i>	Kennenlernen der deutschen Geschichte und Kultur	<ul style="list-style-type: none"> – deutsche Geschichte – die Kulturschaffenden und die Künste – deutsche Märchen – kulturelle Werte
« <i>Deutsche Mentalität</i> »	Analyse von Stereotypen und Besonderheiten in Deutschland	<ul style="list-style-type: none"> – Assoziation – die Besonderheiten der «deutschen Mentalität»
<i>Bräuche und Feste</i>	Kennenlernen von Traditionen in Deutschland (am Bsp. eines Festes)	<ul style="list-style-type: none"> – Feiertage in Deutschland – Gastfreundschaft in Deutschland – die deutsche Küche – Gedichte, Lieder

<i>Reflexion</i>	Besprechung, Evaluation, Abschlussgespräch	<ul style="list-style-type: none"> – Evaluation – Reflexion – Zertifikate
------------------	---	--

Tabelle 3: Inhalt des Kurses «Vorbereitung auf ein Auslandssemester in Deutschland», Teil 2

Im Folgenden werden einige Rückmeldungen von Studenten, die den Kurs besucht haben, zusammengefasst.

Der Student Evgenij Duzhik merkt an, dass er in kurzer Zeit sehr viel gelernt hat. Immersionsunterricht als «Eintauchen» fünf bis sechs Stunden pro Tag, ist für ihn die beste Form, um schnell viel zu lernen. Er meint, dass für den Spracherwerb dieser Kurs sehr wirkungsvoll ist.

Der Student Andrej Schustrow legt ein besonderes Augenmerk auf den Informationsumfang in Relation zu der kurzen Zeitspanne: «In kurzer Zeit kann man ein praxisorientiertes Wissen erwerben, das für das Leben und Studium in Deutschland sehr notwendig ist».

Der Teilnehmer Jurij Wassiljew sagt:

«Die lockere, entspannte Art hat mir sehr gut gefallen. Die «alternative» Methode der Gruppenarbeit und der Einzelübungen, die jeder machen musste, war hervorragend. Ich habe in der kurzen Zeit ein gutes Sprachverständnis bekommen. Das selbstständige Sprechen wurde auch gut trainiert. Sehr gut ist, dass unterschiedliche Sprachkenntnisse bei einzelnen Teilnehmern kein Problem darstellen».

Die Studentin Irina Egorowa schreibt, dass ihr der Kurs sehr gefallen und Freude bereitet hat.

«Wir hatten ein nettes Klima in der Gruppe und ich finde, es ist eine wunderbare Methode, deutsche Sprache und Kultur zu erlernen. Das war wunderbar und ich habe mit Sicherheit davon profitiert».

Diese Rückmeldungen bestätigen die Effektivität und die Bedeutsamkeit des Kurses «Vorbereitung auf ein Auslandssemester in Deutschland». Das sind gute Gründe für die weitere Organisation der Kurse und der Vorbereitung der Teilnehmer an internationalen Bildungsprogrammen.

Schlussbemerkung

Im Rahmen der Internationalisierung ist es besonders wichtig, eine Strategie der internationalen Beziehungen auszuarbeiten. Ein wichtiger Faktor der internationalen Bildungsprogramme ist die Entwicklung der Sprach-

kompetenz und der interkulturellen Kompetenz der Studierenden, die an den internationalen Programmen teilnehmen werden.

Deshalb ist es wichtig, dass sich Hochschullehrer und Studierende besonders vorbereiten, wenn sie an gemeinsamen internationalen Bildungsprogrammen teilnehmen wollen. Der Kurs «Vorbereitung auf ein Auslandssemester in Deutschland» als eine Form der Vorbereitung wird nicht nur die Entwicklung der Sprachkompetenz und der Interkulturellen Kompetenz der Studierenden fördern, sondern auch den Bildungsprozess der Hochschule in Bezug auf Internationalisierung bereichern.

Literaturverzeichnis

- Decke-Cornill, Helene, Küster, Lutz (2010), Fremdsprachendidaktik. Tübingen: Narr Francke Attempto.
- Lüsebrink, Hans-Jürgen (2005), Interkulturelle Kommunikation – Interaktion, Fremdwahrnehmung, Kulturtransfer. Stuttgart: Metzler.
- Motschmann, Bettina (2001), Die Umsetzung der «europäischen Dimension» in der Lehrerbildung. Eine Fallstudie zum ITE-Netzwerk. Lüneburg: Universitätsbibliothek Lüneburg.
- Petrjakow, Petr (2015), Vorbereitung der zukünftigen Techniker für Technologie an den Universitäten Nowgorod und Hildesheim. Erste Schritte und neue Horizonte der Zusammenarbeit. Graumann, Olga und Pewsner Michael (Hrsg.): Von Ideen zu Taten. Zehn Jahre Partnerschaft zwischen der Stiftung Universität Hildesheim und der Staatlichen Universität Nowgorod namens Jaroslaw der Weise. Hildesheim: Universitätsverlag, S. 225 f.
- Thomas, Alexander (1991), Psychologische Grundlage interkultureller Kommunikation und interkulturellen Lernens im Zusammenhang mit Jugendaustausch. In: Gogolin, Ingrid & Kroon, Sjaak & Krüger-Potratz, Marianne u. a. (Hrsg.): Kultur- und Sprachenvielfalt in Europa. Münster, New York: Waxmann, S. 188–202.

Modelling Child and Adult Community Education in a Heterogeneous Educational Environment

SVETLANA ZINOVYEVA, SVETLANA TRASHCHENKOVA

This article focuses on mainstreaming family education in accordance with the new requirements of the Federal State educational standard of pre-school education and primary education. It describes the fundamental stages of children's and adult community education in a heterogeneous environment.

Family has a special role in the conditions of forming national values. The relation of the state with a family creates new value as is noted in the Federal Law on Education in Russian Federation No. 273-FZ. The principles of preschool education are described in the Federal State Educational Standard of Pre-School Education (FGOS DO). These are:

- the principle of cooperation between the organization and the family;
- the principle of family psycho-pedagogical support and an increasing of the parents' competences in the development and education, protection and strengthening of children's health;
- the differentiation principle in the work with parents (family benefits the microclimate, respecting parent requests, the degree of parental interest, etc.).

In the Federal State Educational Standard of Primary General Education, the emphasis is placed on the unity of educational capacity in the Russian Federation in the framework of a variety of educational systems and types of educational organization [3]. It is important to note the Federal Law on Education in the Russian Federation No. 273-FZ establishes two defining poles significant for our society: they are inclusive education and special educational needs (этот абзац был пропущен, я его вставила).

Thus, §27, Art. 2, of the law states that «Inclusive education – [should ensure] equal access to education for all students, given the diversity of special educational needs and individual capacities. This is an important milestone in the history of the development of human rights in Russia: the inclusion of persons with disabilities and learning difficulties into mainstream education is now postulated at state level, and promises them the necessary conditions to obtain quality education without discrimination.

It should be noted that the number of general education organizations that are engaged in work with children with limited health opportunities is now increasing. Various categories of children are brought up and trained in these preschool and general education organizations. That is because additional conditions promoting the socialization of both children and parents in the general education system should be created there. Organization of the necessary conditions requires systemic changes in pre-school and general educational institutions, including all the components of the educational environment. Therefore, the problem of modelling the changes in the educational environment of the organizations which are implementing inclusion is important.

As a result, the updating of the educational environment in modelling problems as multidimensional heterogeneous capacities, adequate to the modern needs of all stakeholders in the educational process, is associated with the respective trends of the modern paradigm of education and requires the development of flexible models for the child and adult communities.

The appearance of the model approach to learning theory is to a large degree associated with the name of Amosov (about modelling of thinking and mentality and about algorithms of reason). In the context of our research different perspectives on process modelling were examined.

V. A. Shtoff specifies the model as a visualized or financially implemented system, which, thanks to the display or playback of the object of study, can replace it so that its study gives us new information about the object [5]. V. G. Afanasev highlights the following main quality models:

- matching, similarity to the original system.
- focus, that is, linking it with the parameters set for the purposes of the system, with the expected result.
- neutrality towards subjective assessments and modelling preferences of participants.
- distraction, abstraction from some of the details and parameters of the original system.

The philosophical dictionary defines *modelling* as «the method of a mediated, practically and theoretically operating object, which uses not the object itself, but an auxiliary artificial or natural system, which is in particular the objective according to the known object that can substitute for it at certain stages of learning and providing in the study, ultimately, information about the modelled object».

The above review of the literature suggests the possibility of process modelling, consisting of the development model and its implementation and the use of the results of analysis. Models for the child and adult communities can be very different and can have a structure in which stages of development reflect the principles, targets and activities.

Stages of development in child and adult communities: preparation; study ideas for the process of becoming a child and/or adult community; definition and justification of the objectives of the child and adult communities; development of projects and target programmes of activities for child and adult communities; presentation of projects and target programmes of activities for child and adult communities; deployment movement for child and adult communities, participation in competitions and grant activities.

The principles of intergenerational relations in an inclusive educational environment are as following:

- complementarity (complementarity)
- complementarity (mutual attraction, mutual sympathy)
- co-beingness (co-existence, living together events, spiritual community)
- freedom of choice and responsibility
- cooperation and activity
- personal disclosure
- trustworthiness and sincerity
- humanity
- the implementation of the principle of subject-subject relations (overcoming difficulties; tolerance; pedagogical support)
- axiological principle (requires the disclosure of the significance of pedagogical work, the responsibility of the teacher (teacher) to the pupil (pupil), parents and the community)

Learning environments within the framework of child and adult communities must have the following characteristics: heterogeneity, multidimensionality, temporality, continuity, openness. Analysis of the research of such scientists as Sherayzina, R. M., Alexandrova, M. V., Donina, I. A. has allowed us to conclude that the establishment of subject-subject interaction with other members of the child and adult communities permits the establishment of mutually beneficial and trusting relationships among its participants.

To sum up, we can say that the result of the creation of child and adult communities in terms in heterogeneity of the educational environment will

be a selective, active, positive attitude to the future joint activities, ensuring success in life, taking into account its difficulties in the propensity of the individual, increasing and permitting the manifestation of children's and adults' creative activity in intergenerational interaction.

References

- Afanasyev V. G. / Афанасьев В. Г. (1981), Общество: системность, познание и управление – Москва. Политиздат.
- Aleksandrova M. V., Donina I. A., Trashchenkova S. A., Sherayzina R. M. / Александрова М. В., Дони́на И. А., Тращенко́ва С. А., Шерайзи́на Р. М. (2016), Развитие детско-родительских отношений в процессе продуктивного взаимодействия субъектов территориальных детско-взрослых сообществ // коллективная монография «Психолого-педагогические особенности семьи XXI века». Ульяновск: Зебра. 424. с. с. 245–255.
- Amosov N. M. / Амосов Н. М. (1987), Моделирование мышления и психики. Москва. – 137 с.
- Philosophical Encyclopedic Dictionary / Философский энциклопедический словарь / Гл. редакция: Л. Ф. Ильичёв, П. Н. Федосеев, С. М. Ковалёв, В. Г. Панов. – М.: Советская энциклопедия, 1983. – 840 с.
- Stoff V. A. / Штоф, В. А. (1984), Моделирование – распространение и использование передового педагогического опыта в практике работы школ Текст. / В. А. Штоф Новгород.: ИУУ, 1984. – 71 с.
- Федеральный государственный образовательный стандарт дошкольного образования (утв. приказом Министерства образования и науки РФ от 17 октября 2013 г. N 1155). Режим доступа: <http://base.garant.ru/70512244/#ixzz45bCJL2NM>.
- Федеральный государственный образовательный стандарт начального общего образования. Режим доступа: http://xn80abucjiibhv9a.xnp1ai/%D0%B4%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%D1%8B/922/%D1%84%D0%B0%D0%B9%D0%BB/748/%D0%A4%D0%93%D0%9E%D0%A1_%D0%9D%D0%9E%D0%9E.pdf. Федеральный закон от 29.12.2012 N 273-ФЗ (ред. от 2.3.2016) «Об образовании в Российской Федерации». Режим доступа http://www.consultant.ru/document/cons_doc_LAW_140174/

Mental Health Features in Combatants with PTSD

ROMAN POPELIUSHKO

Topicality, novelty and practical significance of the research

At the present stage of our country's development, dealing with the problem of mental health in combatants has become increasingly scientific and of practical importance in connection with the conduct of military operations in the East of the country. In addition, it should be noted that the specifics of the combat impose high demands on the individual, the state of his/her mental health and physical development. This is because the long-term effect of traumatic factors determines the occurrence in the combatant of high neuro-mental tension and internally destructive personal conflicts, and, as a consequence, disruptions in behaviour and activities. That is, if peace of mind is replaced by mental discomfort. Then not only the efficiency of the combatants is reduced, it also harms other people. Under these circumstances, increasing demands are made on the mental health of combatants who carry out their activity in challenging conditions and there is a growing need to search for optimum ways of successful treatment.

Activities of combatants, in the East of our country, are associated with periodic or prolonged exposure to extreme traumatic factors, which are accompanied by negative emotions, physical and mental strain and destructive activities. The most frequent characteristics of the mental conditions that evolve under the influence of these factors in the combatant are anxiety, fear, stress, tension, depression and others. It is quite natural that each of these mental conditions in varying degrees affects his/her health. Hence the emergence of negative trends to a worsening of mental health in combatants and the occurrence of various mental disorders and diseases.

Analysis of recent research and publications which justifies a decision to find solutions to this problem

The analysis of scientific sources testifies to the fact that in various years, the concept of mental health to one or another degree was considered by such researchers as: Alekseev, A. V., Aliev, Kh. M., Butorin, I. V., Gryntsov, M. I., Doroshenko, N. M., Kozak, L. M., Korolchuk, M. S., Kokhan, V. G., Krainiuk, V. M., Kochergina, T. I., Lukyanov, V. S., Maksymenko, S. D., Petrakov, B. D., Potapchuk, Ye. M. Tarnavskiy, Yu. B., Chebykin, A. Ya. and others.

Various aspects of the study processes and mechanisms of post-traumatic stress disorder were highlighted in the works of such scientists, as: Abulkhanova-Slavskaya K. A., Brushlinskyi, A. V., Burlachuk, L. F., Golovakha, Ye. I., Donii, V. M., Kronik, O. O., Moliako, V. A., Rubinshtein, S. L., Tatenko, V. O., Tymchenko, A. V., Tytarenko, T. M., Yakovenko, S. I.

A selection of the unsolved parts of the general problem to which the article is devoted

For a great deal of our time scientists' attention is paid to the improvement of methods and ways of prevention, recovery and correction of mental health in combatants. But there are not enough studies that have covered the full range of rehabilitation problems in combatants with PTSD. Therefore, it is very important to attract the attention of scientists and practitioners to analyze current approaches and find effective combinations of their assistance and rehabilitation activities to overcome the mental health disorders in combatants with PTSD.

A summary of the main results of the empirical research and their interpretation with full justification of scientific results

In the modern scientific socio-psychological literature, in the system «man – health – environment» there are three interrelated levels of health: social, group and individual (cf. Potapchuk Ye. M. 2004).

The public level refers to the health status of the population in general and identifies an integrated system of material and spiritual relations existing in a given society. The group health level identifies the specifics of people's life in a specific team and the immediate environment in which its members are situated. The individual health level refers to its being established both in society and the group, and on the basis of physiological and mental characteristics of the individual. Individual health implies a perfect and outstanding value, which is at the highest level of a hierarchical scale of values, as well as in the system of such philosophical categories of human existence, as interests and ideals, harmony, creativity, meaning and happiness, programme and rhythm of life. In line with this, every member of society should have some knowledge about health as a biological, mental, social category for possible evaluation and analysis of one's health status, on the one hand, and for deciding on current and perspective tasks for the protection and strengthening of both individual and public health in general (cf. Potapchuk, 2004).

It should be noted that researchers distinguish between multiple components of health: somatic, physical, moral, mental (cf. Karamushka, 1996). As noted in the tutorial (cf. Potashnyuk, 2000), Potashnyuk, R. Z., under somatic health, we should understand the current status of organs and systems of the human body, which is based on the biological programme of individual development, driven by basic needs that are dominant at different stages of ontogenetic development. These needs are primarily a trigger of human development, and secondly, they provide individualization of this process.

- Physical health, according to Potashnyuk, R. Z., should be understood as the level of growth and development of organs and body systems, which is based on morphological and functional reserves that provide adaptive reactions to changing environmental conditions.
- Moral health, the author examines as a complex of certain characteristics in the motivational and informational spheres of life, which determines the system of values, attitudes and motives of individual behaviour in society. Moral health is associated with a high degree of human spirituality, which is in its turn related to universal human values – kindness, love and beauty.
- Potashnyuk R. Z. explains mental health as a status of the mental sphere, which is based on general peace of mind, providing adequate emotional and behavioral reactions. This condition is formed by both biological and social needs and also by the possibilities of their satisfaction (cf. Potashnyuk R. Z. 2000).

For further consideration of this subject, it is necessary to solve the terminological problem which is associated with understanding and reflection of the term «mental health» in scientific literature. During literature analysis on psychology, philosophy, medicine and valeology regarding problems related to the mental health of individuals and also ways of its preservation and restoration, it was discovered that scientists talking about mental health, use concepts such as: «health of the soul», «peace of mind», «spiritual welfare» etc. Since these terms reflect the same special concept, they are used in the research as identical with the term «mental health».

The study of mental health problems has always been paid great attention. Scientists, doctors and philosophers have attempted to learn the secrets of mental health phenomena, to understand its essence, to learn how to skillfully manage the secrets and to maintain health throughout life. However, medicine paid the greatest attention (medical psychology, abnor-

mal psychology, psychiatry, psychotherapy). We are talking about nervous and mental diseases, abnormalities in the functioning of mental processes and personal human development, organic syndromes and disorders etc. In recent years this question has become a focus of psychologists.

According to Ukrainian researchers Karamushka, L. M. and Andros, M. Ye., mental health can be defined as the functioning of individual psychics, which ensures its harmonious interaction with the environment (cf. Karamushka, 1996). Because human psychics are multi-faceted and have many different manifestations, respectively, and mental health consists of many elements that can be considered as integral structural components of mental health in general, or as individual types, Karamushka, L. M. and Andros, M. Ye. consider that these types can be classified according to several characteristics, namely: on the basis of the mental activity of a person; on the basis of the direction of human activity. On this basis, we can distinguish the following components of mental health: emotional – the ability to understand, express and regulate emotions and feelings; mental – the ability to obtain, analyze and use relevant information; practical – the ability to recognize needs and interests, set appropriate goals and achieve them. The direction of mental health has such components as personal – feelings and the personality; social – the ability to adequately understand and build relationships with the social environment (cf. Karamushka, 1996).

The peculiarities of the nature and content of the mental health of combatants require the study of different approaches to understanding and solving these problems, both in domestic and foreign psychology.

The service load in the context of fighting leads to unfavorable changes in the functional state of a combatant's organism, attention level is reduced, the volume of memory decreases, and indicators of mental health deteriorate. Depending on individual sensitivity, blood pressure is increased or reduced, the pulse rate slows or increases, and there are changes in the emotional state. Also, combatants may experience different psychosomatic illnesses in the conditions of prolonged psycho-emotional stress, as well as from the negative effects of psychocomplexes with reference to the behaviour and vitality of combatants. Regarding psychocomplexes, local muscle tension is formed, resulting in diseases of the internal organs (cf. Potapchuk, 2004).

Therefore, clinical manifestations of mental health disorders in combatants with PTSD are characterized by repeated nightmares or intrusive memories of traumatic events, combined with the desire to avoid anything that can revive the memory of what happened during the fighting. In this

model the symptoms of anxiety, generalized anxiety, uncontrollable anger, depression, emotional disorders and tendency to isolation and restriction of contacts with the outside world, irritability, insomnia, difficulty concentration are presented in combatants (cf. Potapchuk, 2004). The inability to remember the traumatic event at will, a feeling of insensitivity, alienation, and reduced interest in daily civic and professional activities can also show. Such symptoms are quite often combined with suicidal thoughts, sexual disorders, and alcohol or drug abuse (cf. Bolotov, 2008).

In one scale with clinical symptoms there is a repeated emotional experience in the form of a «cliché» in many combatants with PTSD: the fear that the traumatic event may occur in reality and in dreams; shame for his apparent helplessness; identification oneself with the victims or fellow victims. Common symptoms of PTSD are also superficial violations of a night's sleep, frightening dreams, whose content «duplicates» a traumatic situation.

Flashbacks are a particular symptom of re-experiencing the stressor, that instant, for no apparent reason, playing through a traumatic situation with pathological accuracy and completeness of feelings, combined with sharp bursts of fear, panic or aggression provoked by unexpected experiences of trauma (cf. Tarabryna, 2001).

The avoidance symptoms are widely spread among combatants, i.e. a desire to get rid of any observations, experiences and memories of the trauma. This leads to the fact that there is a sense of distance, alienation from family and friends, manifested in the pursuit of isolated lifestyles. A typical form is a loss of interest in former life values. Combatants complain of the feeling of a shortened life perspective, reluctance to build any plans for the future, frequent thoughts of impending death. Also, a loss of brightness of emotional reactions, feelings of love even for immediate and significant people are often lost. Anhedonic symptoms become a source of additional trauma in combatants with PTSD.

The symptom of psychogenic amnesia is widespread among combatants with PTSD. Psychotraumatic memories are stored in the memory in the form of partial sensory fragments semantically unrelated to each other, and the re-experience of the situation arises spontaneously in the minds of the combatants in the form of various somatic-sensory displays of dissociative different modalities, which include flashbacks. Uncontrollable outbursts of anger occur for minor reasons that sometimes turn into outbursts of auto- and hetero-aggression, which combatants considered to be one of their major problems (cf. Shestopalova, 2006).

Many combatants experience the symptoms of hypertrophic inadequate vigilance, i. e. a constant expectation of danger and readiness for immediate action to avoid it. Quite common are the symptoms of depression, which in some cases develop immediately after the psychotraumatic event, in others the first symptoms appear after several months or even years. A unique experience is a strong feeling of guilt towards their dead fellow combatants that surviving combatants feel. In addition to the above-mentioned symptoms, vegetative disorders (accelerated breathing and pulse, skin redness, increased sweating, etc.) are often observed in those circumstances that evoke associations with psychotraumatic situations (cf. Tarabryna, 2001).

The significance of the symptoms of PTSD allows us to identify several clinical variants of PTSD experienced by the combatants who survived psychotraumatic events.

The *anxious variant* is characterized by high levels of unjustified anxiety, often against a background of depressed mood with intrusive experiences and ideas that reflect events in experienced psychotraumatic situations. For combatants of this variant a sense of inner discomfort, tension and irritability is characteristic. There are also sleep disorders that are characterized by the severity of sleep dominated by disturbing thoughts about their own health, fear of horrible dreams (scenes of fighting, violence, dead comrades, scenes of captivity or torture). Combatants deliberately delayed the beginning of sleep. The paroxysmal evening and night conditions with a feeling of breath shortage, an accelerated heart rate, with increased sweating, chills or warmth are also peculiar to them (cf. Bolotov, 2008).

The *Asthenic variant* is characterized by the dominance of a sense of weakness and lethargy. The background mood is lowered and combined with the experience of indifference to events that previously caused concern. The behaviour of combatants is characterized by passivity, inherent manifestations of anhedonia, feelings of hopelessness, fear of performing work that previously caused serious obstacles. Combatants may have obsessive experiencing of psychotraumatic episodes several times a week. However, unlike in the anxious variant, these memories of combatants are deprived of brightness of emotional colour. Sleep disorders are characterized by the lack of a sense of relaxation after sleep. Avoidance behaviour is not typical for them; the military rarely hide their feelings and tend to seek help on their own (cf. Bolotov, 2008).

The *Dysphoric variant* is characterized by persistent feelings of inner dissatisfaction, irritation with the background of depressed mood. Combatants have a high level of aggressiveness, the desire to spread irritability and rage.

Ideas of aggressive content in the form of punishment scenes, disputes with the use of physical force that cause fear and limits their contact with others to a minimum are dominant. These soldiers often cannot restrain their turbulent emotional reactions to comments, which they regret later. At the same time, they have spontaneous ideas and memories of psychotraumatic situations of a scene-like type (violent scenes with active participation of the combatant). Often they look bleak, they have particular facial expressions with a touch of resentment and irritability, their behaviour is characterized by emphatic caution. Avoidance behaviour, isolation and slinkiness are typical of them. Combatants do not make complaints actively and go to professionals (psychologists, psychiatrists and doctors) because of behavioural disorders noticed by relatives or colleagues (cf. Bolotov, 2008).

The *hypochondriac variant* is characterized by a constant variety of somatic complaints. Avoidance of sustainable behaviour is observed. Symptoms of numbness and the emotional phenomena of the «flashback» are rare in this variant of the clinical picture of PTSD. The depressive affect is presented by undifferentiated hypothyria with clear anxiety-phobic inclusions in combatants. The ideatornic component is represented by more hypochondriacal fixation on physical sensations and paroxysmal attacks, which are often accompanied by severe anxiety about the expectations of their occurrence. Less characteristic symptoms for them are symptoms of hyperexcitation and the experience of psychotraumatic situations (cf. Bolotov, 2008).

The *somatoform variant* is characterized by the displacement of stressful experiences, which are replaced by an increasing number of complaints in combatants, mostly of a physical nature (cardiac, cerebral, gastrointestinal). Symptoms of emotional imbalance, combined with signs of avoidance behaviour are dominant in the structure of disorder (cf. Bolotov, 2008).

The *hybrid variant* is characterized by complaints and psychopathological disorders that are peculiar at the same time to multiple variants in the clinical picture of PTSD in the combatants. Several types of its course are specified, namely:

- *the stable type* of course is characterized by the fact that clinical symptoms of mental disorder don't have significant fluctuations whether through content and intensity displays, thus they are permanent. The manifestation of symptoms of intrusion, avoidance and hyperactivity remains with some noticeable changes. Obsessive thoughts and dreams that reflect the peculiarities of psychotraumatic events and the manifestations of vegetative hyperactivity in

combatants with PTSD are persistent. Flashbacks occur, though a few are found less frequently than the other symptoms of invasion, however, their intensity is quite stable. Affective disorders in the form of anxiety and depressive symptoms as well as manifestations of irritability and aggressiveness are permanent and stable. The manifestations of social isolation and maladjustment in professional and interpersonal relations of combatants are quite noticeable but moderate, with no signs of significant dynamics. Some soldiers observed moderate, but quite persistent suicidal thoughts that do not progress to suicidal intentions and actions. As a stable type of clinical symptom progression, post-traumatic stress disorders in the combatants over a long period of time can be regarded as a conditionally positive prognostic sign.

- *the regredient type* is characterized by a tendency to symptom reduction, which is the basis of the clinical picture of post-traumatic stress disorders in combatants, as well as its intensity. The military personnel with this type of post-traumatic stress disorder (PTSD) course is characterized by the reduction of the invasive symptoms, namely, the flashbacks. The decrease of their intensity leads to a decrease in the severity of affective symptoms, manifestations of desadaptive behaviour and autonomic hyperreactivity. Also, in this type, a decrease in the intensity of symptoms of anxiety and depressive state is observed, the manifestations of aggression and alienation, as well as characteristics of social exclusion, decrease. The combatants with the *regredient* type of PTSD course are characterized by a sense of perspective and change for the better in the future. Their discounts disorders are essentially reduced, the irritability and outbursts of anger decrease. There is a positive trend in response to the application of pharmacotherapy and, especially, psychotherapy. These dynamics are manifested in the increasing level of interpersonal, occupational and social functioning, the general quality of life, indicating a favourable prognosis of the further course of overcoming PTSD. The basis for the formation of various clinical options and types of current PTSD combatants are complex patterns of factors (characteristics of health status, especially psychotraumatic events, social, clinical, socio – and individual psychological factors). These factors are characterized by a complex internal interaction and mutual influence. The same factor in different combatants can be supportive, promoting or potential, or

restraining and protective against the occurrence of mental disorders. In the formation and development of combatants' PTSD, the defining features of traumatic events, individual significance of the psychological trauma, the level of social support for the combatant, personal characteristics (characteristics of the emotional sphere, the mechanisms of psychological protection and coping strategies, the level of frustration tolerance, etc.), as well as risk factors (age, sex, presence of mental disorders and traumatic events in the personal history, low socio-economic status of combatants) are of great importance. For the development of the combatants' PTSD the features of experienced disasters (a massive, heavy, intense and prolonged exposure to extreme factors), the presence of wounds and physical injuries, the prevalence in the structure of the protective mechanisms of projection and regression, are the most significant. Individual and psychological factors act as the main indirect link in the development of this or that type of combatants' PTSD course. The determining factors in the development of the progredient type of combatants' PTSD course are: psychological trauma with long time exponents; features of traumatic events and their high importance for the individual combatant; low frustration tolerance and the adaptive potential of the military man individuality; age at which the psychotraumatic event happened (older persons are more vulnerable). In the state of a stable type of combatants' PTSD course the following factors are significant: moderate or low performance of frustration tolerance and adaptive capacity of the combatant; moderate individual indicators of the importance of psychological trauma; the peculiarities of social, occupational and interpersonal functioning. The regredient type of PTSD course is determined by the following factors: high frustration tolerance; low individual significance for the psychological trauma; short exponential time; the presence of adaptive coping strategies and mechanisms of psychological protection; high social and material status of a combatant (cf. Bolotov, 2008).

- *progredient type* combatants' PTSD course is characterized by the fact that the clinical picture of this disorder is presented by symptoms of intrusion, avoidance and hyperactivation and undergoes minor changes in its content during the period of deteriorating mental health. And the intensity and frequency of the manifestations of the symptoms increase markedly, resulting in a significant compli-

cation of the clinical picture. First and foremost, the severity of intrusive memories, thoughts and feelings increases. The frequency of the flashback phenomena changes less. Combatants with this type of PTSD course are primarily characterized by the strengthening of affective disorders. If in the early stages of deteriorating mental and physical health, symptoms of anxiety dominate, then later depressive symptoms dominate the case. Their intensity increases from a sub-depressive level to moderate depressive severity. In the structure of depressive affect the symptoms of apathy and/or dysphoria gradually emerge. Combatants have also noted increased symptoms, which reflect the existing behavioural disorders. Over time, they become more pronounced; apparent signs of aggressiveness, as well as the symptoms that characterize the behaviour of avoidance can be distinguished. All these symptoms of deteriorating mental health in combatants lead to an increase in alienation and social exclusion, strengthening the feeling of hopelessness for the future, as well as reducing the intensity of higher emotions. Also, there are increased symptoms of autonomic hyperreactivity: hyperhidrosis of the skin, accelerated heart rate, increased vasomotor reactions, as well as dyssomnia symptoms. A significant symptom of the adverse combatants' PTSD course is persistent suicidal thoughts and tendencies. The formation and development of comorbid pathology in the form of various forms of chemical addiction (mostly alcoholism) shows the proгредиency and chronicity of the process. The abuse of tranquilizers or antidepressants, without the formation of the clinical signs of chemical dependency, is also noted. The prognosis for the efficacy of pharmacotherapy and psychotherapy concerning the combatants with a progressive type of PTSD course is the most unfavourable. Also they observe a relative resistance to various forms of therapy that can be a negative prognostic sign for the development of socio-psychological and occupational maladjustment, the formation of chronic personality changes and there is deterioration in the mental and physical health of combatants (cf. Bolotov, 2008).

The principal conclusions

So, in the course of the review of the scientific literature, we identified that, according to the researchers, negative effects of performance of service and combat tasks in conditions involving a risk to life and the causes of

neuro-psychic instability of the combatants can be factors that negatively affect the psyche of the military men. These factors include: situations that are dangerous to life and health; fatigue; conflicts, low professional competence; personal and family factors, traumatic (wounds or captivity; the illness or death of relatives and friends; problems in the family; experiences associated with the disease, etc.); bad habits that can be harmful to the mental health of the combatant (dependence on alcoholic drinks, narcotic and toxic substances; the tendency to conflict behaviour).

In general, the stress, the feeling of being a loser, the inability to fulfil your potential, various life difficulties can lead combatants to depression and cause the emergence of PTSD.

Prospects of further scientific research

The prospect for further research we see in the development of the features of the effective application by practical psychologists, psychotherapists and psychiatrists of forms, methods and means of improving psychological health and reducing the level of post-traumatic stress disorders in combatants who have received combat mental injuries of varying severity during hostilities. Through their skilful and complex application, the psychological preconditions of reducing the level of trauma and psychosomatic improvement or normalization of the combatants' psychological health level will be formed.

References

- Bolotov, D. M. / Болотов Д. М., Клініко-психопатологічні особливості хворих на посттравматичні стресові розлади і розлади адаптації та їх комплексне лікування: автореф. дис ... канд. мед. наук 14.1.16 / Д.М. Болотов; Держ. установа «Ін-т неврології, психіатрії та наркології АМН України». – Х., 2008. – 18 с.
- Karamushka, L. M. u. a. / Карамушка Л. М., Психічне здоров'я особистості як вагомий чинник демографічної ситуації. Демографічна ситуація в Карпатському регіоні: реальність, проблеми, прогнози на ХХІ століття. Тези Міжнародної науково-практичної конференції. – Чернівці-Київ: Чернівецький держуніверситет ім. Ю. Федьковича, 1996. – С. 370–372.
- Potarchuk, Ye. M. / Потапчук Є. М., Соціально-психологічні основи збереження психічного здоров'я військовослужбовців: автореф. дис. д-ра психол. наук: 19.00.09 / Є. М. Потапчук; Нац. акад. держ. прикордон. служби України ім. Б. Хмельницького. – Хмельницький, 2004. – 32 с.

- Potashnyuk, R. Z. / Поташнюк Р. З., Психогігієна: Навч. посібник / Волин. держ. ун-т ім. Л. Українки. – Луцьк: Надстир'я, 2000. – 62 с.
- Tarabryna, N. V. / Тарабрина Н. В., Практикум по психологии посттравматического стресса / Н. В. Тарабрина. – СПб: Питер, 2001. – 272 с.
- Shestopalova, L. F. / Шестопалова Л. Ф., Посттравматичні стресові розлади у осіб, що пережили екстремальні події: соціально-психологічні фактори формування та профілактика / Л. Ф. Шестопалова // Постчорнобильський соціум: 20 років по аварії. Чорнобиль і соціум. – Київ, 2006. – Вип. 11. – С. 171–185.

Schwierigkeiten bei der Aneignung der Zähl- und Rechenfertigkeiten bei Grundschulern mit Störungen der psychischen Entwicklung bzw. Lernschwierigkeiten

NADJA TSYRULIK

Aktualität der Forschungsarbeit

Die Zunahme inklusiver Tendenzen im Bereich der Bildung und steigende Anzahl der Kinder mit besonderem Bildungsbedarf in den allgemeinbildenden Schulen machen die Entwicklung vielfältiger Programme für die Arbeit mit den Kindern erforderlich, die Schwierigkeiten, auch beim Erwerb der mathematischen Fähigkeiten, aufweisen.

Laut den Forschungsergebnissen (Lorenz 1993, zit. n. Bapt 2006; Wendling & Mather 2009, zit. n. Chia 2014) haben circa 5–8% der Schüler Probleme beim Erwerb von Mathematikkenntnissen. Das ist ein wesentliches Hindernis im Alltagsleben. Systematische Misserfolge im Mathematikunterricht führen häufig zu unterschiedlichen Störungen der Emotions- und Verhaltensentwicklung eines Kindes. Schon im ersten Schuljahr ist es notwendig, entstehende arithmetische Störungen rechtzeitig zu erkennen und den Ablaufplan der entsprechenden korrektiv-pädagogischen Hilfe festzulegen, wobei die Möglichkeiten der Kinder, die Mathematik zu verstehen, dadurch erhöht werden.

Für die Beschreibung der individuellen Schwierigkeiten der Kinder beim Erlernen des Rechnens wird in der einschlägigen Literatur eine Mannigfaltigkeit von Termini verwendet, zum Beispiel Störung arithmetischer Fertigkeiten (Dyskalkulie), Rechenschwäche, Rechenstörung, Störung quantitativer Vorstellungen und andere. Das lässt sich durch unklare Herangehensweisen zur Bestimmung von Ursachen und Mechanismen der Dyskalkulie, durch ein breites Spektrum der Erscheinungsformen der mathematischen Schwierigkeiten und der Faktoren, die ihr Entstehen beeinflussen, erklären.

Im vorliegenden Artikel wird bezüglich aller Probleme bei der Aneignung von arithmetischen Fertigkeiten der Begriff *Dyskalkulie* (Störung arithmetischer Fertigkeiten) verwendet, wie dies in der internationalen statistischen Klassifikation der Krankheiten und verwandter Gesundheitsprobleme, Revision 10 der WHO (Weltgesundheitsorganisation) in der diagnostischen Gruppe für spezifische Störungen der Entwicklung von Lernfer-

tigkeiten vorgeschlagen wird. Im Falle der Kinder, welche Mathematik erst in der Schule zu erlernen beginnen, werden wir *über die Schwierigkeiten bei der Aneignung von arithmetischen Fertigkeiten* (des Zählens und der elementaren Rechenfertigkeiten), die bei der fehlenden Früherkennung und einer fehlenden anschließenden korrektiv-pädagogischen Hilfe in kompliziertere Zustände übergehen können, sprechen.

Die Dyskalkulie ist in der Republik Belarus eine weniger erforschte Störung der Lernfertigkeiten als zum Beispiel Dysgraphie (spezifische Störung der Schreibfertigkeiten). Und wenn die Kinder mit Dysgraphie bzw. mit Risiko deren Entwicklung erforderliche und rechtzeitige korrektive Hilfe von einem Sonderpädagogen bekommen, so haben die Kinder mit Dyskalkulie bzw. mit Risikofaktor noch keine vergleichbare Anerkennung erhalten. Der Anstieg der offiziellen Zahlen von der Verbreitung dieser Störung, die Einsicht, dass sich Dyskalkulie negativ auf die Persönlichkeitsentwicklung eines Kindes auswirkt und die Idee inklusiver Ausbildung ließen das Interesse für dieses Problem steigen und führten zu einer Reihe konkreter Maßnahmen auf der gesetzgebenden Ebene. Die Notwendigkeit der Arbeit zur Vorbeugung der Dyskalkulie bei Kindern, zur Früherkennung solcher Probleme und zur Leistung rechtzeitiger und spezieller Hilfe ist in den methodisch-instruktiven Briefen des Bildungsministeriums der Republik Belarus (2014–2016) begründet.

Unter den Kindern mit besonderem Bildungsbedarf, die in den allgemeinbildenden Schulen nach speziellen Programmen unterrichtet werden, bilden die größte Kategorie die Kinder mit Lernschwierigkeiten. Nicht genug erforscht sind Fragen nach den organisatorischen und methodologischen Maßnahmen zur Früherkennung (im ersten Schuljahr) spezifischer Schwierigkeiten bei den Kindern, die allgemeine Lernschwierigkeiten im Prozess des richtigen Zählens und der Aneignung von elementaren Rechenfertigkeiten haben, und Fragen nach den Maßnahmen zielgerichteter korrektiv-pädagogischer Hilfe.

Beim Fehlen der systematischen korrektiv-pädagogischen Hilfe führen diese am Anfang der Schule entstandenen arithmetischen Schwierigkeiten oft zur Störung arithmetischer Fertigkeiten (Dyskalkulie) bei Kindern (Lalajewa, 2005; Kondratjewa, 2006; Barjajewa, 2013). Wäre es falsch ihre «Misserfolge im Umgang» mit Mathematik nur von ihren Besonderheiten der psychischen Entwicklung ausgehend zu erklären? Lehren ist ein bilateraler Prozess: einerseits das Kind mit seinen individuellen Besonderheiten und andererseits der Lehrer mit seinem ganzen methodischen Arsenal. Der Prozess der Erkenntnis von Mathematik ist logisch geordnet und erfolgt

unter der Kontrolle eines Erwachsenen, der dem Kind den Inhalt mathematischer Begriffe zu erkennen hilft. Am Schulbeginn ist es von größter Bedeutung, notwendige Bedingungen für das Aufdecken eines besonderen Bildungsbedarfes solcher Kinder zu schaffen und somit ihre Aneignungsfähigkeiten zu steigern.

Die Fragen, die während der Dissertationsforschung erarbeitet werden, betreffen die Methode der korrektiv-pädagogischen Arbeit zur Bekämpfung der Schwierigkeiten bei der Ausarbeitung der Zählfertigkeit und der einfachsten Rechenfertigkeiten bei den Schülern des ersten Schuljahres.

Arbeitsschritte meiner Studie

1. Erforschung des Standes der Zähl- und Rechenfertigkeiten im Bereich von 1 bis 10 bei Erstklässlern mit Lernschwierigkeiten in der ersten Schuljahreshälfte und am Ende des ersten Schuljahres; qualitative und quantitative Bewertung der Herausbildung dieser Fertigkeiten bei den Erstklässlern mit Lernschwierigkeiten; Feststellung von Typen der aufgetretenen Fehler und deren mögliche Ursachen.
Forschungsmethode: Individuelle Erfüllung eines Programms der diagnostischen Aufgaben (mündlich oder schriftlich) von den Schülern, qualitative Analyse des Prozesses und der Ergebnisse der Aufgabenerfüllung, qualitative Analyse der Schulhefte von den Schülern hinsichtlich aufgetretener Rechenfehler.
2. Erforschung bei Erstklässlern: Stand der pränumerischen Mengenvorstellungen und der Operationen mit gegenständlichen Mengen (was als praktische Grundlage für die Verinnerlichung des Zählens und der Zahlbegriffe und für den Erwerb der Rechenfertigkeiten dient), Nicht-Ausbildung der den Zahlen vorangehenden Mengenvorstellung und Mangel am praktischen Operieren mit gegenständlichen Mengen (sie dienen häufig als Quelle der entstehenden beständigen Schwierigkeiten bei der Herausbildung der Zähl- und Rechenfertigkeiten bei den Erstklässlern mit Lernschwierigkeiten).
Forschungsmethoden: Individuelle Erfüllung eines Programms der diagnostischen Aufgaben von den Schülern und qualitative Analyse des Prozesses und der Ergebnisse dieser Aufgabenerfüllung.
3. Erforschung der Erfahrung einer korrektiv-pädagogischen Arbeit zur Bekämpfung beständiger Schwierigkeiten bei den Grundschulern mit Lernschwierigkeiten im Prozess der Ausbildung von Zähl- und Rechenfertigkeiten.

Forschungsmethoden: Ausfüllen vorbereiteter Fragebögen von den Sonderpädagogen; Gespräche mit den Sonderpädagogen: hinsichtlich der Lösungswege des Problems von schwachen Leistungen in Mathematik bei den Grundschulern mit Lernschwierigkeiten in der Praxis; hinsichtlich didaktischer Lernschritte, die zur Bekämpfung der Schwierigkeiten bei der Ausbildung arithmetischer Fertigkeiten bei solchen Kindern eingesetzt werden; hinsichtlich der Ansprüche und Erwartungen dieser Sonderpädagogen.

4. Bestimmung pädagogischer Bedingungen und Ausarbeitung einer Methode für korrektiv-pädagogische Arbeit zur Überwindung der Schwierigkeiten bei der Herausbildung der Zähl- und Rechenfertigkeiten bei den Erstklässlern mit Lernschwierigkeiten. Erprobung dieser Methode im Förderunterricht.

Forschungsmethoden: theoretische Analyse psychologischer, pädagogischer und didaktischer Literatur; Ergebnisse der qualitativen Analyse von Forschungsdaten über den Stand der Zählfertigkeiten, die pränumerischen Mengenvorstellungen und über die Erfahrung praktischer Tätigkeiten mit gegenständlichen Mengen bei den Erstklässlern mit Lernschwierigkeiten.

Grundlagen für die Methodenausarbeitung

- Erhebung psychologisch-pädagogischer Daten über die Herkunft des Zählens und der Zahl, über die ihnen vorangehenden und sie begleitenden Prozesse, über die Beziehung des Zählens und des Rechnens;
- Berücksichtigung der Etappen der Ausbildung von geistigen Handlungen;
- Berücksichtigung der Besonderheiten der mathematischen Entwicklung der Kinder mit Lernschwierigkeiten sowie spezifischer Besonderheiten des Zählens und des Rechnens bei den Erstklässlern mit Lernschwierigkeiten;
- Berücksichtigung konkreter arithmetischer Schwierigkeiten beim betroffenen Kind. Als Indikator solcher Schwierigkeiten treten Fehler auf, die das Kind beim Rechnen und Zählen zulässt. Die Analyse der Fehlerherkunft lässt es zu, auf die ‚Wurzel‘ des entstehenden Problems beim Rechnen zu schließen und den Prozess der Aneignung von mathematischen Begriffen mit Hilfe von pädagogischen Mitteln zu leiten.

Vorläufige Ergebnisse der Forschung

1. Auf der Basis psychologischer und pädagogischer Literatur wurden die Fragen über die Herkunft des Zählens und die ihm vorangehenden und ihn begleitenden Prozesse, über die Beziehung des Zählens und des Rechnens, über die Erscheinungsformen der Schwierigkeiten bei der Aneignung des Zählens und des Rechnens sowie deren mögliche Ursachen bei den Kindern im Prozess der organisierten Ausbildung analysiert. Die Entwicklung der Mengenvorstellung und der Zählhandlungen bei den Kindern erfolgt konsequent und jedes neue Niveau entsteht aufgrund des vorhergehenden. Die Verinnerlichung der Operationen mit Mengen, die Herausbildung der Zählfertigkeiten und der bewusste Gebrauch der Zahlenreihe ohne Stützung auf gegenständlichen Mengen treten als erforderliche Bedingungen für die Vorbereitung der Kinder auf dem Gebiet der allerersten Rechenfertigkeiten auf. Vorarithmetische Operationsarten zur Fixierung und Analyse der quantitativen Beziehungen und Korrelationen ohne Abzählen und der Zahlennennung stellen bedeutende Stufen der arithmetischen Entwicklung eines Kindes dar. Erforderlich ist, dass die Beziehung der vorarithmetischen und arithmetischen Operationen sowie die Beziehung der pränumerischen Mengenvorstellungen und dem Zahlbegriff richtig gebildet werden. Im Prozess verschiedener Operationen mit Mengen entwickelt sich bei den Kindern ein ganzes System von Begriffen, welche die Kinder zur Verinnerlichung der Bedeutung der Zahl und der Handlungen mit den Zahlen, der Art der Erfüllung von Operationen der Addition und Subtraktion herbeiführen helfen (Elkonin, 1966; Leuschina, 1974; Dawidow, 1962, 1957; Vergnaud, 1998 u. a.). Ständiges Verwenden der Abzählmethode der Erstklässler wird von den Forschern als eines der Hauptkennzeichen der Entstehung beständiger Schwierigkeiten in der Ausbildung der Rechenfertigkeiten bei den Kindern genannt (Mentschinskaja, 1955; Leuschina, 1963; Dawidow, 1997; Gaidoschik, 2002; Gerster & Schulz, 1998; Schipper, 2001, 2008 u. a.).
2. Eine theoretische Analyse der Studien im Bereich der korrektiven Pädagogik ließ einige Erscheinungsformen von Störungen der Zähl- und Rechenfähigkeiten bei den Kindern mit Lernschwierigkeiten im Vorschul- und Grundschulalter sowie Erscheinungsfor-

men, die für Dyskalkulie bzw. das Risiko von deren Entstehung charakteristisch sind, verallgemeinern. Über die Entwicklung von Mengenvorstellungen bei Kindern mit Lernschwierigkeiten mangelt es an Erfahrungen an praktischen Handlungen mit gegenständlichen Mengen, an Aussonderung des Merkmals der Anzahl und der quantitativen Korrelationen beim Operieren mit diesen gegenständlichen Mengen und beim Rechnen. Das stört seinerseits den Prozess der Verinnerlichung der Mengenvorstellung und den Übergang zu Rechenoperationen. Dauerndes Einsetzen des Abzählens mit der Unterstützung durch Hilfsmittel als Weg, das Ergebnis arithmetischer Rechenoperationen zu bekommen, charakterisiert eindeutig die Rechenfertigkeiten der Grundschüler mit Lernschwierigkeiten (Kapustina, 2001; Ippolitowa, 1971; Leuschina, 1963). Demzufolge sind die Schwierigkeiten in den ersten Rechnungen der Kinder schon ein Anlass, ihre aktuellen Vorkenntnisse im Umgang mit gegenständlichen Mengen, den Stand ihrer pränumerischen Mengenvorstellungen und Rechenfertigkeiten festzustellen. Wenn diese mathematischen Vorstellungen und Operationen nicht herausgearbeitet sind, ist es notwendig auf die vorhergehenden Stufen der Herausbildung zurückzukehren und das Kind zu «begleiten», wobei entsprechende mathematische Zugriffe und Methoden zielgerecht ausgesucht werden.

3. Es ist eine konstatierende Untersuchung (primäre Untersuchung) des Standes von Zähl- und Rechenfertigkeiten im Bereich von 1 bis 10 bei Schülern (erste bis zweite Klasse) mit Lernschwierigkeiten mit dem Ziel durchgeführt worden, eine Erklärung der möglichen Ursachen für beständige Schwierigkeiten bei der Ausbildung dieser Fertigkeiten mit Hilfe der qualitativen Analyse des Prozesses der Aufgabenerfüllung sowie des Charakters der Rechenfehler zu finden. Auf dieser Etappe umfasst die Studie 59 Schüler mit Lernschwierigkeiten, die nach einem speziellen Schulprogramm in der allgemeinbildenden Schule ausgebildet werden. Als Grundlage für die vorliegende Studie diente die Annahme, dass die Schwierigkeiten bei der Ausbildung arithmetischer Fertigkeiten, die bei Kindern in der ersten Klasse entstehen, nicht spontan im Laufe der zweiten Klasse überwunden werden, wenn keine zweckmäßige Arbeit zur Erkennung dieser Schwierigkeiten und zu deren Überwindung durchgeführt wird. Deswegen wird die Gemeinsamkeit der Probleme bei Zähl- und Rechenfertigkeiten so-

wie Rechenfehlern bei Schülern der 1. und 2. Klasse betont. Und deshalb werden den Erst- und Zweitklässlern auch gleiche diagnostizierende Aufgaben angeboten, die auf das Erlernen des Zählens und der Rechenoperationen im Bereich von 1 bis 10 gerichtet sind.

Vorläufige quantitative Ergebnisse der konstatierenden (primären) Studie

- Die Mehrheit der Probanden nennen eine Reihe der Zahlen maschinell, was nicht richtiges Zählen ist. Abbrechen des Zählens und die Bitte, das Zählen von der letzten genannten Zahl fortzusetzen, rief erhebliche Schwierigkeiten hervor, das Zählen wieder aufzunehmen.
- Wesentliche Schwierigkeiten gab es beim Nennen der Zahlen in umgekehrter Reihenfolge von 10 bis 1. 54,0% der Kinder haben diese Aufgabe nicht erfüllen können, wobei sie Zahlen beim Zählen ausließen. Ein Teil der Kinder verweigerte sich dieser Aufgabe, indem sie erklärten, sie könnten das nicht. Die Aufgabe wurde korrekt von 46,0% der Kinder ausgeführt, ein Teil derer verlangsamte aber dabei das Sprechtempo.
- 47,0 % der Schüler konnten in direkter Reihenfolge im angegebenen Zahlenbereich und nur 29,0 % der Schüler konnten in indirekter Reihenfolge zählen. Praktisch alle Probanden hatten ein verlangsamtes Tempo beim Zählen in indirekter Reihenfolge im gegebenen Zahlenbereich.
- In den meisten Fällen (92,0 %) zählten die Kinder die Gegenstände ab und nannten die letzte Zahl als Ergebniszahl. Doch es fiel ihnen schwer, die Gesamtanzahl zu zeigen, welche sie mit der Zahl bezeichneten, indem sie einen Finger auf dem letzten Gegenstand in einer Reihe hielten.
- 71,0 % der Kinder hatten niedrige Kennwerte im Abzählen der Gruppen von Gegenständen. Sie unterschieden nicht die Aufgaben, die einzelnen Gegenstände in einer Gruppe oder die Gruppen von Gegenständen abzuzählen.
- 80,0 % der Kinder verstanden nicht, dass sich die Anzahl der Gegenstände auf die Veränderung der räumlichen Lage von diesen Gegenständen nicht ändert. Die Kinder zählten die Gegenstände jedes Mal nach der Veränderung ihrer räumlichen Lage ab, obgleich die Anzahl der Gegenstände die gleiche blieb. Eine visuelle

Vergrößerung der Länge einer gegenständlichen Reihe wurde von den Kindern als Vergrößerung der Anzahl der Gegenstände empfunden.

- 59,0 % ließen Fehler beim Differenzieren des kardinalen und des ordnungsmäßigen Zählens zu.
- Ein wesentlicher Teil der Kinder (86,0%) beherrschte das Hinzuzählen und Auszählen einer Eins (1) nicht, sie ersetzten das Hinzuzählen durch das Nachzählen der Gegenstände. Schwierigkeiten rief insbesondere auch das Erfüllen dieser Operationen ohne Verwendung von Anschauungsmaterial hervor.
- Das Hinzuzählen und Auszählen wurden als Errechnungsverfahren nicht eingesetzt. Die Reihe der natürlichen Zahlen tritt bei den Kindern als eine vergegenständlichte Stütze für eine gegebene arithmetische Operation (im Bereich von 1 bis 10) auf, zum Beispiel ein Schullineal, mit Hilfe dessen man sich beim Addieren nach rechts und beim Subtrahieren nach links bewegt.
- Beim Addieren und Subtrahieren der Zahlen im Zahlenraum von 1 bis 10 erfüllten 81,0 % der Schüler mit Lernschwierigkeiten die Rechnung nur mit den Hilfsmitteln (Schullineal, Finger) und nur 19,0 % konnten im Kopf rechnen. Das zeugt davon, dass die meisten Kinder diese Rechenoperation als eine geistige Handlung nicht beherrschten. Dies erschwert die Aneignung der Rechenoperationen mit größeren Zahlen erheblich.
- Die Kinder beherrschen die einfachsten Verfahren für das Rechnen im Bereich von 1 bis 10 nicht: Hinzuzählen und Wegnehmen einer Eins (1), einer Zwei (2), Addieren und Subtrahieren mit Stütze auf die Zusammensetzung der Zahlen. Die Kinder gebrauchen auch nicht die Umstellung der Summanden.

Die von den Kindern zugelassenen Fehler wurden von uns in folgende vorläufige Typen eingeteilt:

1. «Fehler um 1» beim Rechnen, wenn sich das Fehlergebnis vom richtigen Ergebnis um eine Eins unterscheidet;
2. Fehler beim Erfüllen arithmetischer Operationen mit einer Null (0) und einer Eins (1);
3. Fehler, wenn als Ergebnis der Rechnung eines der Operanden der arithmetischen Operationen genommen wird;

4. Fehler, die durch das Nichtverstehen des Stellenwertes der Zahl 10 als eines Zehners, der aus zehn Einsen besteht, verursacht werden;
5. andere Fehler als Resultat der mangelnden Mengenvorstellungen bei den Kindern.

Die aufgetretenen Fehler können im Allgemeinen von der Denkweise der Kinder über die Zahlen und über die Art der Erfüllung von Rechenoperationen (Abzählen mit Hilfe von Fingern) ausgehend erklärt werden. Nehmen wir als Beispiel einen der häufigsten Fehler beim Rechnen bei solchen Kindern: der «Fehler um 1» (28,0% von allen aufgetretenen Fehlern) ist das Resultat ihres Nichtverstehens der quantitativen Bedeutung der Zahl und Orientierung dieser Kinder an maschinell gelernten Reihen ohne Verständnis für das Prinzip der Einordnung der Zahlen in dieser Reihe. Deswegen denkt ein Kind beim Addieren an das Bewegen über eine Zahlreihe nach rechts (Zählen nach vorne von der Ausgangszahl) und beim Subtrahieren an das Bewegen nach links (Zählen rückwärts von der Ausgangszahl). Solches scheinbare Hinzuzählen ist keine vollwertige Operation, im Laufe derer die Kinder mit der Zahl umgehen können und sich das Addieren und Subtrahieren erfolgreich aneignen (Dawidow, 1997; Mentschinskaja, 1955; Gaidoschik, 2002).

Das ständige Verwenden der Abzählmethode als vorwiegende Rechenmethode der Schüler mit Lernschwierigkeiten deutet auf das Nichtverstehen des Unterschieds in den Aufgaben, die mit der Nutzung des Zählens und bei der Addition/Subtraktion der Zahlen gelöst werden sowie auf das Nichtverstehen des Begriffs der Zahl als Gesamtheit (das heißt der quantitativen Bedeutung der Zahl) hin. Die fehlende Möglichkeit, die Rechenoperationen ohne Gegenstände auszuführen, kann auf die Mangelhaftigkeit der Erfahrung der gegenständlichen Tätigkeit bei den Kindern hinweisen. Die Kinder gehen unter Leitung von Pädagogen zur Ausführung der Rechenhandlungen im Kopf über, ohne den Sinn der zu übenden Handlungen verstanden zu haben und ohne ausreichende praktische Erfahrung gesammelt zu haben. Deswegen versuchen die Kinder die Finger oder andere Gegenstände im Prozess des Rechnens weiterhin zu nutzen, verbergen diese aber. Auf den formalen, nicht verstandenen Charakter der ausgearbeiteten arithmetischen Fertigkeiten deutet das Nichtkönnen der Umgestaltung der Darstellungsform (transformierenden Handlungen) auf dem primären materiellen Niveau hin, das heißt, die Beziehungen zwischen verschiedenen Modellen der mathematischen Begriffe (gegenständliches, graphisches, verbales, symbolisches Modell) können nicht nachvollzogen werden.

Die Daten der primären Untersuchung zeigen, dass der größte Teil der Kinder mit Lernschwierigkeiten, die an den Tests teilgenommen haben, ziemlich niedrige Kennwerte für die Herausbildung der Vorstellung von den Zahlen aufweisen und dass sie die einfachsten Rechenfertigkeiten laut den Bildungsprogrammen für Mathematik für die ersten und die zweiten Klassen nicht beherrschen. Das trifft die Schüler der ersten und der zweiten Klasse in gleichem Maße, denn deren Rechenfehlertypen zeigen keine wesentlichen Unterschiede. Demzufolge wird die weitere Ausbildung arithmetischer Fertigkeiten bei den Kindern gestört.

Die Schwierigkeiten bei der Aneignung von arithmetischen Fertigkeiten ziehen die Aufmerksamkeit in der Regel nur dann auf sich, wenn man die Übungen mit den Zahlen größer als Zehn macht, und wenn man die vorhandenen elementaren arithmetischen Fertigkeiten auf kompliziertere Aufgaben anwenden muss, wie es in der zweiten bzw. dritten Klasse verlangt wird. In der ersten Klasse arbeiten die Kinder mit Zahlen im Bereich von 1 bis 10. Dabei können die Kinder mit Lernschwierigkeiten bei der Ausführung der elementaren Rechenhandlungen das mechanische Gedächtnis, Finger oder den Zahlenstrahl bzw. Zahlenlineal als Hilfsmittel fürs Zählen noch nutzen, weshalb die arithmetischen Schwierigkeiten oft nicht bemerkt werden. Dass ihr Wissen und ihre Fertigkeiten rein formell sind, wirkt sich dann auf die Aneignung von arithmetischen Handlungen mit den Zahlen größer als Zehn aus. Die qualitative Analyse der von den Kindern erfüllten Handlungen kann zum Beispiel folgende Probleme erkennen helfen:

- Mechanischer Charakter des Abzählens (Nennen einer Reihenfolge von Zahlen), das Nichtkönnen ab einer bestimmten Zahl weiterzuzählen außer dem Zählen ab 1;
- nicht in umgekehrter Reihenfolge abzählen können;
- Dominanz des Zählens bei der Ausführung der Addition und Subtraktion der Zahlen im Bereich von 1 bis 10;
- nicht Hinzu- und Auszählen einer Eins und einer Zwei, nicht einmal auf dem gegenständlichen Niveau der Ausführung der Handlungen;
- nicht den Bestand der Zahlen (die Zusammensetzung der Zahlen) des ersten Zehners auf dem gegenständlichen Material zeigen können (ausführlicher bei Tsyruk, 2014);
- nicht eine Zahl bis zu einer weiteren aufgegebenen Zahl ergänzen können, wobei das gegenständliche Hilfsmaterial keine entsprechende Hilfe leistet;

- Nutzung einer Reihe der Zahlen nur als gegenständliche Stütze bei der Ausführung des Rechnens, ohne dass man das Anordnungsprinzip der Zahlen in dieser Reihe versteht;
- Nichtverstehen des Sinnes der zu erfüllenden arithmetischen Handlungen der Addition und der Subtraktion sowie der Verbindung der Operanden der arithmetischen Handlung, womit auch das Nichtverstehen der arithmetischen Zeichen verbunden ist.

Offensichtlich werden Defizite der Mengenvorstellungen (der quantitativen Bedeutung der Zahl), die Nichtentwicklung der elementaren Verfahren für das Rechnen, der Mangel an Vorstellungen über die Bildung und den Bestand der Zahlen (die Zusammensetzung der Zahlen), über die Prinzipien der Anordnung der Zahlen in einer Zahlenreihe bei den Schülern der ersten Klasse. Schwierigkeiten der Erstklässler mit Lernschwierigkeiten beim Übergang zum Rechnen werden in vieler Hinsicht durch Mangelhaftigkeit und Unbeständigkeit der Rechenfertigkeiten und der Vorstellungen von der Zahl als einer Menge bedingt. Und das wird seinerseits durch die Mangelhaftigkeit der Erfahrung in der pränumerischen Tätigkeit hervorgerufen, im Laufe derer das quantitative Merkmal der Gegenstände und die quantitativen Beziehungen zwischen ihnen ausgesondert und die Verfahren des Umgehens mit einer Menge (transformierende Tätigkeit/ Handlungen) erlernt werden. Das deutet auf einen besonderen Bedarf dieser Kinder an zielgerichteter systematischer korrektiv-pädagogischer Hilfe zur Überwindung der Schwierigkeiten bei der Aneignung des Zählens und der elementaren Rechenfertigkeiten hin.

Zusammenfassend lassen sich folgende Aspekte des von mir untersuchten hoch aktuellen Problems betonen:

1. *Notwendigkeit der Früherkennung der Störung beim Erwerb arithmetischer Fertigkeiten bei Erstklässlern mit Lernschwierigkeiten mittels der Diagnostik ihrer arithmetischen Leistungen:* Nichtübereinstimmung des aktuellen Entwicklungsniveaus mit den Normkennzeichen für den Erwerb arithmetischer Erfahrung bei den Kindern kann als Grundlage für die Entscheidung dienen, einem Kind mit Lernschwierigkeiten zielgerichtete korrektiv-pädagogische Hilfe zu geben. Eine qualitative Diagnostik soll die Grundlage für eine korrektiv-pädagogische Hilfe für Kinder mit Schwierigkeiten beim Erwerb arithmetischer Fertigkeiten bieten.

2. *Beachtung der pädagogischen Bedingungen und der Orientierung der Inhalte korrektiv-pädagogischer Hilfen zur Überwindung von Schwierigkeiten beim Erlernen des Zählens und der elementaren Rechenfertigkeiten von Erstklässlern mit Lernschwierigkeiten*: Es muss von konkreten Erscheinungsformen dieser Schwierigkeiten bei dem Kind, von der ontogenetischen Reihenfolge des Erlernens von Zählhandlungen und Mengenvorstellungen, deren Ausgangsform gegenständliche Handlungen sind und von den Etappen der Ausbildung von geistigen Handlungen ausgegangen werden. Zu beachten sind sowohl Besonderheiten der mathematischen Entwicklung der Kinder mit Lernschwierigkeiten, Ansätze zum Verstehen der Mechanismen einer Dyskalkulie und Wege sie zu überwinden.

Literatur

- Barjajewa, L. / Баряева, Л. Б. (2013), Интегративная модель математического образования дошкольников с задержкой психического развития: дис. ... д-ра пед. наук.
- Barth, K. / Барт, К. (2006), Трудности в обучении: раннее предупреждение: учеб. пособие. Издательский центр «Академия».
- Chia, N. (2014), Comparison of Cognitive Equations of Mathematics Learning Process between the American and Singaporean Students with Dyscalculia. Educational Research International. [Электронный ресурс] Режим доступа: [http://www.erint.savap.org.pk/PDF/Vol.3\(1\)/ERInt.2014\(3.1-01\).pdf](http://www.erint.savap.org.pk/PDF/Vol.3(1)/ERInt.2014(3.1-01).pdf). Дата доступа: 16.12.2015.
- Dawidow, W. / Давыдов, В. (1957), Образование начального понятия количества у детей. Вопросы психологии.
- Dawidow, W. / Давыдов, В. (1962), Анализ строения счета как предпосылка построения программы по арифметике. Вопросы психологии учебной деятельности младших школьников. Акад. пед. наук РСФСР. Ин-т психологии.
- Dawidow, W. / Давыдов, В. (1997), Психологические условия происхождения идеальных действий. Психологическая наука и образование.
- Elkonin, D. / Эльконин, Д. (1966), Возрастные возможности усвоения знаний (младшие классы школы). Москва: Просвещение.
- Gaidoschik, M. (2002), Das Wichtigste über Rechenstörungen, kurz gefasst. Österreichisches Rechenschwäche Magazin – Nr. 5. [Электронный ресурс] Режим доступа: http://www.recheninstitut.at/wp-content/uploads/2011/10/magazin5_00.pdf. Дата доступа: 8.1.2015.

- Gerster, H.-D., Schultz, R. (1998), Schwierigkeiten beim Erwerb mathematischer Konzepte im Anfangsunterricht. Bericht zum Forschungsprojekt Rechenschwäche – Erkennen, Beheben, Vorbeugen. Freiburg im Breisgau: Ministerium für Wissenschaft, Forschung und Kunst des Landes Baden-Württemberg.
- Ippolitowa, M. / Ипполитова, М. (1971), Особенности арифметических знаний у учащихся 1 класса с временной задержкой психического развития. Дети с временной задержкой психического развития. Москва: «Педагогика».
- Karustina, G. / Капустина, Г. (2001), Педагогическая диагностика знаний, умений и навыков дошкольников и учащихся 1-2-х классов по математике. Диагностика и коррекция задержки психического развития у детей: пособие для учителей и специалистов коррекционно-развивающего обучения. Москва: «Аркти».
- Klewitz, G., Köhnke, A., Schipper, W. (2008), Rechenstörungen als schulische Herausforderung – Handreichungen zur Förderung von Kindern mit besonderen Schwierigkeiten beim Rechnen. Berlin: Lisum. [Электронный ресурс] Режим доступа: <http://www.uni-bielefeld.de/idm/serv/handreichung-schipper.pdf>. Дата доступа: 13.08.2016.
- Kondratjewa, S. / Кондратьева, С. (2006), Профилактика дискалькулии у дошкольников с задержкой психического развития: дис. ... канд. пед. наук. Санкт-Петербург.
- Lalajewa, R. / Лалаева, Р. (2005), Нарушения в овладении математикой (дискалькулии) у младших школьников. Диагностика, профилактика и коррекция: учеб.-метод. пособие. Санкт-Петербург: Издательство «Союз».
- Leuschina, A. / Леушина, А. (1963), О причинах неуспеваемости первоклассников по арифметике. Советская педагогика.
- Leuschina, A. / Леушина, А. (1974), Формирование элементарных математических представлений у детей дошкольного возраста. Москва: Просвещение.
- Mentschinskaja, N. / Менчинская, Н. (1955), Психология обучения арифметике. Москва: АПН РСФСР.
- Schipper, W. (2001), Thesen und Empfehlungen zum schulischen und außerschulischen Umgang mit Rechenstörungen. [Электронный ресурс] Occasional Paper Nr. 182. Dezember. Режим доступа: <http://www.uni-bielefeld.de/idm/serv/rechenstoer.htm>. Дата доступа: 13.8.2016.

- Tsyurulik, N. / Цырулик, Н. (2014), Проблема формирования представлений о составе чисел у учащихся с трудностями в обучении. Актуальные проблемы специального образования: тенденции, противоречия, приоритеты: Сборник научных трудов Международной научно-практической конференции. [Электронный ресурс] Режим доступа: <http://www.apkpro.ru/65.html>. Дата доступа: 13.8.2016.
- Vergnaud, G. / Верньё, Ж. (1998), Ребёнок, математика и реальность. Проблемы преподавания математики в начальной школе. Институт психологии РАН.

Creating an Inclusive Culture in Higher Education

EKATERINA TIKHOMIROVA AND EKATERINA SHADROVA

Problem description

In the Russian Federation, as well as around the world, much attention has recently been paid to inclusive education, which is often considered as joint education of so-called «ordinary» learners and learners with disabilities. However, the development of contemporary society requires the term «inclusive education» to be defined more widely. In global educational practice, this concept is considered multidimensional. Besides, in the Russian Federation, in the federal law «On education in the Russian Federation» inclusive education is regarded as «the one ensuring equal access to education for all learners including those with special educational needs and individual differences» (Federal Law, 2012). Nevertheless, in Russian public opinion, special educational needs (SEN) and individual opportunities are often related to a single category of learners – those having mental and/or physical disabilities or medical problems, while there are other categories of learners, for example, gifted learners or culturally and linguistically diverse (CALD) learners who also have special educational needs. This means inclusive education should deal with the educational community consisting of people of different nationalities, religions, cultures, social statuses, mental or physical abilities, different interests and so forth. It also means that any educational institution might be heterogeneous (or diverse) in its organizational structure. In this regard, it becomes essential in a society, first of all in various educational institutions, to create an inclusive culture based on the understanding of inclusive education as the possibility for different people to receive high-quality education at various levels based on their gender, nationality, language, physical, mental, social or other characteristics; for people who have various educational needs and opportunities but study together. Another important aspect of such an understanding of inclusive education is recognizing diversity as a resource for further growth and improvement. A university, as one of the oldest forms of organizing democratic relations in a certain community, especially in an academic one, can put such understanding of inclusion and inclusive culture into practice.

The importance of inclusive culture is shown in T. Booth and M. Ainscow's (2011) *Index for Inclusion*, in which the authors present the indi-

cators of inclusion in the form of a triangle, and place the dimension of «creating inclusive cultures» along the base of the triangle (2011, p. 13). This means, in fact, that the development of shared inclusive values and collaborative relations may lead to changes in other dimensions, namely «producing inclusive policies and evolving inclusive practices» (Booth & Ainscow, 2011, p. 13).

Therefore, inclusive culture created at universities influences the policy and practice of education, affects public opinion and acts as a catalyst for positive changes towards diversity recognition; it becomes «an approach that sets out to transform education systems and other learning environments in order to address and respond to the diversity of all learners» (Mazurek & Winzer, 2015; [IDE-2015-2-full pdf, p. 87]).

The concept of «inclusive culture at university»

According to N. Pless and T. Maak (2004), inclusive culture is «an organizational environment that allows people with multiple backgrounds, mindsets and ways of thinking to work effectively together and to perform to their highest potential in order to achieve organizational objectives based on sound principles» (Pless & Maak, 2004, p. 130). In our opinion, such a definition is generally applicable for any organization irrespective of its main activity, and it does not reflect the character of specific educational institutions.

The concept «inclusive culture of higher education institutions (universities)» with the focus on diversity has also not been revealed in available academic publications and we developed our own definition which might be applicable not only to higher-education institutions but to any educational institution (primary or secondary schools, colleges, etc.). In our mind, inclusive culture at a university is a specific system of relations between all participants of an educational process (administration, teaching staff, learners, their parents, university community partners) which functions on the basis of inclusive values accepted by everyone and on the basis of the principles of inclusion allowing participants to interact effectively in a diverse environment in order to fulfil the mission of a university.

The creation of an inclusive culture in higher-education institutions makes possible the existence of a secure democratic community sharing the ideas of cooperation and the value of every person in the overall achievements. Such a university culture produces common inclusive values and principles that are shared by all employees and all students. In this inclusive culture, these values and principles influence the decisions concerning the

university's policy and daily educational practices. The development and improvement of higher education institutions becomes a continuous process.

The structure of inclusive culture in a university

Based on our previous research (Tikhomirova & Shadrova, 2015a, 2015b), we developed a structure of inclusive culture for an educational institution. It includes the mission of an educational institution, its values, and the principles underlying its activity (Fig.1).

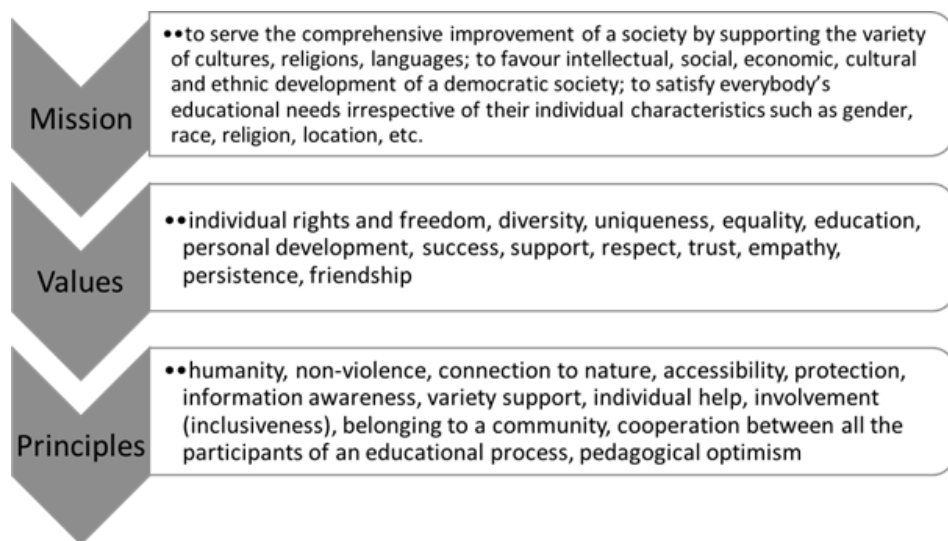


Fig. 1: The structure of an inclusive university culture

The *mission of an educational institution* pertains to the purposeful directions underlying its activities, which have to be adhered to for a certain period of time. There are several traditional statements of a university mission that we do not deny such as: to satisfy the needs of citizens in high-quality professional education; to carry out scientific research; to develop future experts' professionalism and their personal qualities including patriotism and humanism; to make information resources available for a wider community, etc. However, we would like to emphasize aspects of diversity while identifying the university's mission. In this regard we believe that, apart from the above-mentioned statements, the mission of a modern higher-education institution should include the following: to serve the comprehensive improvement of a society by supporting a variety of cultures, religions,

languages; to favour the intellectual, social, economic, cultural and ethnic development of a democratic society; to satisfy everybody's educational needs irrespective of their individual characteristics such as gender, race, religion, location, etc. The university mission is not limited to assisting the development of every learner's personality, but, by recognising these values of diversity, it also disseminates the ideas of heterogeneity in a society.

The *main values of higher education institutions* as heterogeneous organizations are the following: individualism, individuals' rights and freedom, diversity, uniqueness, equality, education, personal development, success, support, respect, trust, empathy, persistence, friendship. The presented system of values acts as a basis not only for the creation of inclusive culture in a higher education institution as a heterogeneous organization but also as an assessment tool for inclusive university activities since these values serve as a yardstick to define the degree of «inclusiveness» (involvement) of all participants in an educational process.

The *main principles of inclusive culture*, in our opinion, are the following: humanity, non-violence, connection to nature, accessibility, protection, information awareness, support for diversity, individual help, involvement (inclusiveness), belonging to a community, cooperation between all the participants of an educational process, pedagogical optimism.

In order to create inclusive culture at a university as a diverse organization, the following conditions should be met: 1) the mission of a higher-education institution and the values of inclusive culture should be realized and accepted by all the participants; 2) the values and principles of inclusive culture underlie the university's activities and the relations of all the participants.

Creating an inclusive culture at Vologda State University

Having started in 2014 with the implementation of the TEMPUS project «Initial and Further Training for Teachers and Educational Managers with regard to Diversity» (543873-TEMPUS-1-2013-1-DE-TEMPUS-JPCR) as part of a consortium of 20 educational institutions from seven European countries, the Vologda State University project team faced several problems: 1) narrow understanding of the term «inclusive education» by university staff and students; they considered it the joint education of physically disabled people and people without disabilities; 2) superficial knowledge of principles and values of inclusive education; 3) lack of understanding of the importance of creating an inclusive university culture as a component of corporate culture; 4) absence of research tools to determine the existence or absence and the level of inclusive culture at university. We considered

the first three problems as evidence of absence (or extremely low levels) of inclusive culture at the university and this influenced our primary objective, which is to create inclusive culture at the university as a component of its corporate culture. This objective was divided into smaller tasks: 1) to define the concept «inclusive culture of a higher-education institution» and its structure; 2) to raise university staff's and students' awareness of a broader interpretation of the concept «inclusive education», the values and principles of inclusive culture, its role in the activities of a modern university; 3) to develop research tools to identify the level of inclusive culture in a higher-education institution; 4) to assess the level of inclusive culture at Vologda State University.

In order to implement the project at Vologda State University, the Competence Centre, aimed at providing psychological and pedagogical support to diverse groups of learners and educators, was opened on March 3rd, 2014. From this day until now the Competence Center has held meetings of project participants; meetings with university lecturers, school teachers and educational managers of the Vologda region; training seminars for educational managers and teachers; classes with bachelor, master and doctoral students; individual tutorials with learners studying the issues of inclusion within the TEMPUS project; individual counselling of students designing social projects within the TEMPUS project; assisting students with special educational needs. On average, about 150 people, 80% of whom are university students, work in the Competence Centre weekly.

These are some of the most significant academic events held within the period of the project implementation:

- professional training courses on inclusion for university staff;
- workshops for university lecturers and school teachers on the methods and techniques of working with diverse groups of learners;
- lectures for master and postgraduate students (the following are some of the topics: «Taking individual learners' aims into consideration in diverse educational groups», «Multicultural interaction within an educational process», etc.);
- round table sessions with invited guests and speakers from the regional educational authorities («Inclusive education: urgent issues and future trends», «Development of inclusive education in the region», etc.);
- interactive classes for learners based on the principle «on equal terms» and other events.

Another important aspect of our work was devoted to the dissemination of the project results in the local community. Regular information messages about the events within the TEMPUS project were posted on the official university website (www.vstu.edu.ru), the official webpage of the Competence Centre (www.vologda-uni.ru) and on the social-networking sites (Facebook, VK) in order to make them available for everyone. We also promoted the official TEMPUS project website (www.tempus2013-16.novsu.ru). The survey of university staff and students conducted at the end of 2015 showed that 75% of lecturers and 100% of students consult this website as soon as they need information about inclusive education and issues of diversity, and 25% of lecturers visit it at least quarterly.

Thus, at our university we held several major events and organized a number of important meetings devoted to inclusive culture. As soon as these activities were finalized, we realized that we needed to monitor the changes that were happening and had happened at our institution. Therefore, we needed to design and test a tool that allows us to determine if and to what level an inclusive culture had been created.

Research methods to determine the level of inclusive culture at a university

In order to study inclusive culture at a higher-education institution, two questionnaires were developed; one for university staff and the other for students (Appendices 1, 2). They were posted online on Google Forms. Each questionnaire contains 21 questions, some parts are the same in both questionnaires, while other parts differ due to the peculiarities of the groups of respondents. Questions are composed and adapted based on the developed structure of inclusive university culture and similar questionnaires offered by T. Booth & M. Ainscow (2011). The questionnaires contain two parts: one part with partly closed questions which limit the answers of the respondents to response options provided; the other part consists of questions directed to identify facts, past or present actions, and also respondents' opinions.

To study the process of creating an inclusive culture at a higher-education institution we allocated two units of questions devoted to 1) the creation of an «inclusive community» and 2) the establishment of «inclusive values». Each unit includes several indicators of inclusion.

The first unit reflects the following indicators:

- everyone feels welcome at university (questions 1, 2);

- educational institution is open to others (questions 3, 4);
- there is mutual help and respect among students and staff (questions 5, 6, 7, 8);
- university staff cooperates (questions 9, 10);
- responsibility for the activities of a higher-education institution is shared (questions 11, 12);
- university community and external organizations work effectively together (questions 13, 14 and question 15 of the staff questionnaire).

The second unit reflects the following indicators:

- there are high expectations for all university students (question 15 of the student's questionnaire, questions 16, 17);
- university staff, students, parents, local community, external organizations share the ideology of inclusion (questions 18, 19, 20 of the student questionnaire);
- recognition of inclusion as a resource for teaching and supporting everyone (question 20 of the staff questionnaire, question 21).

In order to identify the level of inclusive culture, it is necessary to calculate positive responses for each question (for example, responses «Yes», «Always», «Clearly», «Mostly yes»). In questions 18, 19, 20 of the staff questionnaire and in questions 17, 18, 19, 20 of the student questionnaire the respondents' choice of option «4 – fully agrees» is calculated as a positive answer. Other responses to the questionnaire questions, except positive ones, are used to reveal problem aspects in the inclusive university culture. Considering them while planning and monitoring activities will promote the development of inclusive culture in the future.

When analyzing empirical data, it is important to follow these steps:

1. to define the percentage of respondents who answered each question positively;
2. to calculate a mean in each indicator;
3. to calculate a mean in each of two units (creation of an «inclusive community», establishment of «inclusive values»);
4. to calculate a mean of both units (all included data).

The latter figure will indicate the existence/absence of inclusive culture in a higher-education institution and in case of its existence, it will define its level. If a received result is less than 50, it indicates the *absence* of inclusive culture

in an educational institution; if the result varies from 50 to 66, the level of inclusive culture is *low*; if it varies from 67 to 83, the level is *average*, from 84 to 100 it is *high*. The analysis of the results received at steps 2 and 3 will demonstrate the problems of «inclusiveness» at a higher-education institution and will help to plan actions for developing the university's inclusive culture.

The method offered allows researchers and practitioners to carry out the analysis of empirical data by means of statistics. Thus, for example, it is possible to determine significant discrepancies comparing faculties or institutes, different university buildings, and categories of respondents.

Questionnaire testing and evaluation

Questionnaire testing was carried out in March 2016 in the federal educational institution of higher education, «Vologda State University». University staff and students from twelve faculties located in eight buildings of the university took part in piloting the questionnaires. The number of samples was determined as a minimum of 605 respondents, from whom students should constitute no less than 371 people and staff members – no less than 234 people (confidence probability at 95% and confidence interval (static error) $\pm 5\%$). In reality, the total number of respondents constituted 624 people (385 university students and 239 staff members, including 191 lecturers and 48 administrators). The results received during data analysis are presented in Table 1.

The application of this research tool allowed us to determine the level of inclusive culture at Vologda State University as «average» (70.8%). In our case, this result means several positive shifts:

- the opinion of the university community on inclusion has changed towards understanding inclusion not only as the inclusion of disabled learners in the university's educational environment but as the inclusion of everyone;
- the university has become open to everyone; it has become oriented to partnership relations with the local community in inclusive educational practices;
- the university has become ready to promote students' and lecturers' success regardless of their nationality, religion, gender, health, social status, etc.;
- the majority of staff and students has recognized inclusion as a resource for further growth and development for both the university in general and individuals.

Indicators of university's inclusive culture	All respondents (N=624), %	Students (N=385), %	All staff members (N=239), %	University administrators (N=48), %	University teaching staff (N=191), %
everyone feels welcome at university	83.4	81.4	85.4	87.6	83.2
educational institution is open to others	75.9	81.8	70.1	76.9	63.3
there is mutual help and respect among students and staff	67.9	63.5	72.3	75.6	69.1
university staff cooperates	89.9	92.6	87.2	83.4	91.1
responsibility for the activities of a higher education institution is shared	74.7	82.7	66.7	66.8	66.7
university community and external organizations work effectively together	61.5	54.4	68.5	86.8	79.4
Mean % in unit 1	75.5	76.0	75.0	79.5	75.4
there are high expectations for all university students	48.9	38.9	58.9	54.2	63.6
university staff, students, parents, local community, external organizations share the ideology of inclusion	71.0	67.6	74.4	74.0	74.9
recognition of inclusion as a resource for teaching and fostering everyone	78.2	87.9	68.5	70.3	66.7
Mean % in unit 2	66.0	64.8	67.3	66.1	68.4
Mean % (all indicators)	70.8	70.4	71.1	72.8	71.9

Table 1: Inclusive culture indicators (Vologda state university, 2016)

The data analysis also demonstrates that some indicators are expressed to a lesser degree. For example, the cooperation of our university with external organizations is not high (61.5%), which shows only indistinct links of our institution with other organizations. It might be possible that not all respondents are informed about university partners or, probably, they do not pay much attention to external contacts. Therefore, this inclusive-culture indicator might require clarification through extra tests or interviews.

Another inclusive-culture indicator that is less evident at our university is the expectation of high achievements from everyone (48.9%). On the one hand, it indicates the uncertainty in strong abilities of each learner while, on the other hand, it reveals the understanding that not all learners can achieve high results. The solution of this dilemma lies in the main idea of inclusion, that is the belief in each person's potential. Accepting this idea by a university community will help to guide the personal achievements of everyone and will demonstrate the full recognition of inclusive values.

The revealed problem zones help to define what to start with while creating a university's inclusive culture. In addition, the questionnaires reveal serious aspects of the university community's opinion. These aspects are not widely analyzed in this article, but they can also be used when determining a state of inclusive culture at a higher-education institution.

Conclusions

During the 2.5 years of the TEMPUS-project implementation at the Vologda State University a number of academic, educational and organizational activities aimed at creating an inclusive culture have been carried out successfully. As a result, based on the questionnaires developed for students and instructors the level of the university's inclusive culture has been identified as average. It provided evidence of the effectiveness of the work conducted during project implementation; but it also indicated the need to continue because the process of developing an inclusive culture at a higher-education institution is a long-term and persistent one. The university's inclusive culture is characterized by the integration of all its components; it might be considered as a system whose creation and development are influenced by both internal (university) and external (regional, national, international) factors. Eventually, influenced by these factors, the inclusive culture at a higher-education institution may change; it means that it is not stagnant but changeable and dynamic: the mission of the university may be modified; the values and principles may become outdated and take on new meanings, even new values and principles may appear, etc. At the same time

the inclusive culture of a higher-education institution is limited to a certain framework which includes only what corresponds to its values. Another important characteristic of an inclusive culture is that it can educate a new member of a university community so that this person may recognize and accept it; and what is more, inclusive culture might be transferred to other educational institutions.

The questionnaires which were developed make it possible to assess the existence/absence and level of inclusive culture at a higher-education institution. Key indicators are grouped into two units which enable the diagnosis of the creation of an «inclusive community» and the establishment of «inclusive values». The questionnaires provided for university staff and students may be applied at different stages of projects aimed at developing inclusive education: while creating inclusive culture, as well as while monitoring its development at a higher-education institution. The qualitative analysis of responses helps to reveal «strong» and «weak» points in inclusive culture and on this basis to plan actions to adjust them.

In addition, defining the level of inclusive culture at higher-education institutions enables the implementation of further inclusive policies and inclusive practices. The higher the level of inclusive culture is, the more effective is the process of promoting and developing the ideas of inclusion and diversity. There is no doubt this process will also require identifying accurate criteria and indicators in order for inclusion and diversity to be implemented successfully. The research tools we offer might form the basis for creating new methods and techniques and can be applied in various organizations.

References

- Booth, T., Ainscow, M. (2011), *Index for Inclusion: developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education (CSIE).
- Mazurek, K., Winzer, M. (2015), *Intersections of Education for All and the Convention on the Rights of Persons with Disabilities: Explaining the Conflicting International Cadences of Inclusive Schooling*. In: *International Dialogues on Education: Past and Present (IDE-Online Journal)*. URL: www.ide-journal.org/journal/?issue=2015-volume-2-number-2; IDE-2015-2-full.pdf, pp. 85-93 (retrieved: August 10, 2016).
- Pless, N., Maak, T. (2004), *Building an Inclusive Diversity Culture: Principles, Processes and Practice*. In: *Journal of Business Ethics*, October. pp. 129–147.

- Тихомирова, Е., Шадрова, Е. / Tikhomirova E., Shadrova, E. (2015a), Ценности инклюзивной культуры школы как гетерогенной организации [Values of inclusive culture of school as a heterogeneous organisation]. In: Вестник Костромского государственного университета [Kostroma State University Herald], Nr. 4 (21), pp. 10–15.
- Тихомирова, Е., Шадрова, Е. / Tikhomirova, E., Shadrova, E. (2015b), Принципы инклюзивной культуры школы как гетерогенной организации / Principles of inclusive culture of school as a heterogeneous organization. In: Педагогика и психология как ресурс развития современного общества: Проблемы сетевого взаимодействия в инклюзивном образовании / Pedagogy and Psychology as a resource for a contemporary society development: Issues of Networking in Inclusive Education. Рязанский государственный университет, pp. 78–83.
- Федеральный закон от 29.12.2012, № 273-ФЗ «Об образовании в Российской Федерации» [Federal Law on «Education in the Russian Federation», 29.12.2013, № 273-FL]. URL: http://consultant.ru/document/cons_doc_law_140174 (retrieved: May 21, 2016).

Appendix 1: Questionnaire for university staff

Dear colleagues!

Our university is participating in an international project aimed at developing inclusive education. Our university authorities invite you to take part in an anonymous online survey. We need to know everyone's opinion in order to analyse the results properly. We kindly ask you to answer honestly and without any consultations. Please, read the questions and the options carefully. Choose the answer that is the closest to your opinion and mark it. You need to answer all the given questions. We thank you in advance.

Your position at university: ☐ administrative staff ☐ teaching staff

Indicate your faculty if relevant: _____

1. Are people at university welcoming and friendly to you when you come to work there?
☐ Yes
☐ No
☐ Other: _____
2. Is the university welcoming to all students including students with impairments, refugees and asylum seekers?
☐ Yes
☐ No
☐ Other: _____
3. Is university information made accessible to all, for example by being translated, Brailled, audio recorded, or in large print when necessary?
☐ Yes
☐ No
☐ Other: _____
4. How clearly do the documents, notices and displays demonstrate that the university welcomes people with different identities and/or coming from various cultures?
☐ Clearly
☐ Not quite clearly
☐ Other: _____
5. Do students seek help from and offer help to each other when it is needed?
☐ Mostly yes
☐ Rarely
☐ Mostly not
☐ Other: _____

6. How often do displays celebrate collaborative work by students as well as individual achievements?
- ☐ Always
 - ☐ Sometimes
 - ☐ Never
7. How often do students report to a member of university staff when they or someone else needs assistance?
- ☐ Always
 - ☐ Sometimes
 - ☐ Never
8. Do students avoid racist, sexist, homophobic, disablist, and other forms of discriminatory name-calling?
- ☐ Always
 - ☐ Sometimes
 - ☐ Never
9. Do university staff treat each other with respect irrespective of their positions and roles at university?
- ☐ Always yes
 - ☐ Mostly yes
 - ☐ Mostly not
 - ☐ No, never
10. Do university staff treat each other with respect irrespective of their class and ethnic background?
- ☐ Always yes
 - ☐ Mostly yes
 - ☐ Mostly not
 - ☐ No, never
11. Are all staff involved in drawing up priorities for university development?
- ☐ Yes, all of them
 - ☐ Only university authorities
 - ☐ Other: _____
12. Do you feel a part of the university development plan?
- ☐ Yes, certainly
 - ☐ Not always
 - ☐ No

13. Does the university involve local communities, such as elderly people and the variety of ethnic groups, in university activities?
- ☐ Yes, always
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Other: _____
14. Do university staff and trustees study what the local community thinks about them?
- ☐ Yes, it is obligatory
 - ☐ Sometimes
 - ☐ No
 - ☐ Other: _____
15. Do the views of members of local communities affect university policies?
- ☐ No, university policies are determined by different factors
 - ☐ Yes, if these views are significant
 - ☐ Always yes
 - ☐ Other: _____
16. Do you treat all university students as if their highest achievements are not limited?
- ☐ Always yes
 - ☐ Not all students
 - ☐ Very rarely
 - ☐ Other: _____

17. Do you avoid viewing students as having a fixed ability based on their current achievements?

- ☐ Always yes
- ☐ Sometimes
- ☐ No, almost never

18. To what extent do you appreciate diversity compared to «normality»?

not fully 1 2 3 4 fully

19. To what extent do you agree that inclusion is not only about access to university but also about increasing participation in it?

not fully 1 2 3 4 fully

20. Do you agree that the university educational environment includes learners and staff relationships, buildings' accessibility, cultures, policies, curricula and teaching approaches?

don't agree 1 2 3 4 fully agree

21. Do you think that categorizing learners as «having special educational needs» can lead to their devaluation and separation?

- ☐ Yes
- ☐ I am not sure
- ☐ No
- ☐ Other: _____

Thank you for your answers and participation

Appendix 2: Questionnaire for university students

Dear students!

Our university is participating in an international project aimed at developing inclusive education. Our university authorities invite you to take part in an anonymous online survey. We need to know every student's opinion in order to analyse the results properly. We kindly ask you to answer honestly and without any consultations. Please, read the questions and the options carefully. Choose the answer that is the closest to your opinion and mark it. You need to answer all the given questions. We thank you in advance.

Your faculty (major): _____

1. Were people at university welcoming and friendly to you when you came to study there?
☐ Yes
☐ No
☐ Other: _____
2. Is the university welcoming to all students including students with impairments, refugees and asylum seekers?
☐ Yes
☐ No
☐ Other: _____
3. Is university information made accessible to you and your parents, for example, by being translated, Brailled, audio recorded, or in large print when necessary?
☐ Yes
☐ No
☐ Other: _____
4. How clearly do the documents, notices and displays demonstrate that the university welcomes people with different identities and/or coming from various cultures?
☐ Clearly
☐ Not quite clearly
☐ Other: _____
5. Do you seek help from and offer help to other students when it is needed?
☐ Mostly yes
☐ Rarely
☐ Mostly not
☐ Other: _____

6. How often do displays celebrate students' collaborative work as well as your individual achievements?
 - ☐ Always
 - ☐ Sometimes
 - ☐ Never
7. How often do you ask a member of university staff for help when you or other students need assistance?
 - ☐ Always
 - ☐ Sometimes
 - ☐ Never
8. Do you avoid racist, sexist, homophobic, disablist, and other forms of discriminatory name-calling?
 - ☐ Always
 - ☐ Sometimes
 - ☐ Never
9. In your opinion, do university staff treat each other with respect irrespective of their positions and roles at university?
 - ☐ Always yes
 - ☐ Mostly yes
 - ☐ Mostly not
 - ☐ No, never
10. In your opinion, do university staff treat each other with respect irrespective of their class and ethnic background?
 - ☐ Always yes
 - ☐ Mostly yes
 - ☐ Mostly not
 - ☐ No, never
11. Do you think that all staff are involved in drawing up priorities for university development?
 - ☐ Yes, all of them
 - ☐ Maybe, not all of them
 - ☐ I am sure that not all of them are involved
12. Do you think that students' opinion influences the university development plan?
 - ☐ Yes, certainly
 - ☐ Mostly yes
 - ☐ Not always
 - ☐ I am sure not

13. Does the university involve local communities, such as elderly people and the variety of ethnic groups, in university activities?

☐ Yes, always

☐ Sometimes

☐ Rarely

☐ Other: _____

14. In your opinion, do the views of members of local communities affect university policies?

☐ No, university policies are determined by different factors

☐ Yes, if these views are significant

☐ Always yes

☐ Other: _____

15. Do you think that you study at a university where your highest achievements are not limited?

☐ Yes

☐ I don't think so but there are some who would agree

☐ I am sure not

☐ Other: _____

16. Do lecturers avoid a negative attitude to university students not showing high achievements?

☐ Always yes

☐ Sometimes

☐ No, almost never

17. Are you or other students supported if sometimes you feel bad or stressed?
not fully 1 2 3 4 fully
18. To what extent do you agree that inclusion is not only about access to university but also about increasing participation in it?
not fully 1 2 3 4 fully
19. To what extent do you agree that all cultures and religions encompass a range of views and degrees of observance?
not fully 1 2 3 4 fully
20. To what extent do you avoid gender stereotyping in expectations about achievement, students' futures or in help with tasks, such as refreshments or technical support?
not fully 1 2 3 4 fully
21. Do you think that categorizing students as «having special educational needs» can lead to their devaluation and separation?
- ☐ Yes
- ☐ I am not sure
- ☐ No
- ☐ Other: _____

Thank you for your answers and participation

Key Research-Based Findings on the Development of Ongoing Professional Teacher Education within the System «College – University» in Belarus (1991–2015)

NATALYA SCHEPETKOVA

Basic teacher training in the Belarusian educational system comprises of two educational levels:

- secondary special education (implemented by colleges)
- higher education (implemented by universities)

Despite the current trend of reducing the number of students enrolling for secondary special teacher education, teacher training continues to perform the function of producing teachers in a number of specialties. At the same time, a condition for the professional success of teachers is higher education. So college graduates are in need of continuing education at the university.

Training College of Education graduates in the ongoing «college – university» system combines a number of advantages:

- The integration of educational programmes of higher and secondary special education permits the reduction of terms of training at the higher education level.
- The system «college-university» provides the effectiveness of professional selection due to the fact that college graduates consciously choose their special subjects for teaching in higher education.
- The system provides training for highly qualified teachers who have obtained combined practice-training at the college level and fundamental knowledge from their university education. In addition, college graduates, studying in absentia, have the ability to combine acquiring a higher education and working in the education system at the same time.

The above-mentioned outlines the aims of ongoing professional teacher education in the system «college-university» in Belarus. Our analysis of the work of Belarusian researchers suggests that until the present moment no comprehensive research devoted to the holistic study of the historical development of ongoing professional teacher education in the system «college

– university» has been done in Belarus. Meanwhile, incisive historical and pedagogical analysis will promote the science-based prediction of the further development of the object studied. The actuality, its social significance and insufficiently developed scientific justification give rise to our research objective:

«Development of ongoing professional teacher education in the «college – university» system (1991–2015).»

The chronological framework of the selected study period corresponds to the time from the establishment of an own national education system by the independent Belarusian state, which was initiated by the collapse of the Soviet Union in 1991, up to the accession of Belarus to the European Higher Education Area in 2015. The purpose of research is to determine the theoretical, methodological and organizational-pedagogical grounding of development of ongoing professional teacher education within the system «college-university» in Belarus in the period from 1991 to 2015. The research aims require reaching the following objectives:

- Clarification of the concept of «ongoing professional teacher education in the system» college-university
- Identifying the background of development of ongoing professional teacher education in the system of «college-university» in Belarus.
- Studying of evolution of the regulatory support of higher pedagogical education, integrated with secondary special education in Belarus (1991–2015).
- Highlighting of the leading trends of ongoing professional teacher education in the system «college-university» in Belarus (1991–2015).
- Characterizing the main features of an ongoing professional teacher education for Belarus in the system «college-university».
- Determining perspectives for the development of higher pedagogical education, integrated with secondary special education in Belarus.

The research we conducted allowed us to come to the following conclusions:

1. The concept of ongoing professional teacher education in the «college-university» system»

Refinement of the concept of ongoing professional teacher education in the «college-university» system made it necessary to refer to the interpretation of the concepts of «continuing education» by R. H. Dave (1976), A. P. Vla-

dislavyev (1978), A. V. Darinskii (1975), V. G. Onushkin, Y. N. Kulyutkin (1991) and others, a «lifelong education system», presented in the works of B. S. Gershunsky (1990), A. M. Novikov (1998), E. V. Kalinkin (1990) and others. The study of the above-mentioned research, as well as analysis of scientific approaches to the composition and properties of ongoing professional teacher education made by B. S. Gershunsky (1990) and G. D. Dylyan (2004), in conjunction with the analysis of the definition of the essence and the components of the educational system in the Belarusian legislation, have enabled us to define the concept of ongoing professional teacher education in system «college-university» and to select appropriate components of the system.

Thus, ongoing professional teacher education in the system «college-university» is a relatively autonomous succession of interrelated levels of educational programmes in higher pedagogical education, integrated into the educational programmes of secondary special education, functioning as a holistic integrated entity – in order to create fully developed highly qualified specialists. The main components of the system of ongoing professional teacher education «college-university» are:

- participants in the educational process (students and teaching staff);
- educational programmes in higher education, integrated with the educational programmes in secondary special education;
- the legal regulation of education;
- profile and classical universities engaged in training in pedagogical specialties;
- colleges (independent educational entities and functioning in the structure of universities);
- regional educational authorities;
- institutions of different levels of education;
- educational and methodological association in teacher education (in the sphere of higher and secondary special education);
- leading in the branch university (Belarusian State Pedagogical M. Tank University);
- institutions carrying scientific and methodological support of higher and secondary special education (National Institute for Higher Education, National Institute for Vocational Education);
- Ministry of Education of the Republic of Belarus.

2. The preconditions of the development of ongoing professional teacher education in the system «college – university» in Belarus in the Post-Soviet period

The evolution of an ongoing professional teacher education in the system «college-university» in the post-Soviet period is predetermined by the entire Soviet period of development of education, but the greatest impact occurred in the second half of the 1980s and early 1990s. Events and entities that were the preconditions for the development of the phenomenon under study, taking place within the major - political, economic and social - spheres of life of the Belarus in those years. Namely, the preconditions for the development of ongoing professional teacher education in the «college-university» system in the post-Soviet period which are considered as follows:

- *The transition to a market economy in Belarus.* New economic relations, affecting all spheres of social production, led to the emergence of the post-Soviet space, the education market phenomenon with, specific to it, a competition, supply and demand balance. Transition to a market and the consequent decline of the industry has led to an outflow of enrollees from engineering to humanitarian and pedagogical specialties. In its turn, the emergence of market competition in the field of education contributed to the expansion of the range of special subject pedagogical universities, and the presence of high demand for higher education led to the formation of the corresponding proposal by the enrollment on a fee basis in excess of the admission quotas, triggering mass higher pedagogical education and a significant reduction in enrolment for special subject teacher education in secondary special education. Thus, secondary special pedagogical education in these circumstances has demonstrated its lack of competitiveness as an independent division and this has stimulated the measures aimed at the development of its integration into higher pedagogical education.
- *The declaration of the state sovereignty of Belarus.* The creation of the national education system in an independent Belarus was a natural consequence of the declaration of sovereignty, but its development in the early years of independence was complicated because of the collapse of the Soviet system of scientific-methodological and legal provision of education. At the same time, an appeal to international educational experience, in search of prospects of further develop-

ment for the national education system, has stimulated additional attention to the issues of continuity in the developments in education. The introduction of elements of world practice into the field of education in national educational practice has led, for Belarus, to the appearance of new types of educational institutions, e. g. colleges, the creation of which was based on the existing vocational schools. It was also seen as a measure aimed at the continuity of the development in secondary special and higher education.

- *Migration of population in Belarus caused by urbanization and the consequences of the Chernobyl disaster.* Migration processes have resulted in negative consequences for education, manifested in the shortage of teachers in rural areas and in the areas affected by the Chernobyl disaster. To make up for staffing deficits, the state implemented measures to help attract enrollees to the pedagogic special subjects in secondary special and higher education. In this case, considerable attention has been paid to encourage college graduates to enrol in the pedagogical specialties of higher education with a reduced training period.

3. Evolution of the regulatory framework of higher pedagogical education, integrated into secondary special education in Belarus between 1991 and 2015

Development of the regulatory framework of ongoing professional teacher education in the «college-university» system between 1991 to 2015 occurred in three phases:

- *The stage of formation (1991–2000)*, during which were issued a significant number of legal acts that accompanied the setting-up of the national education system, where, in particular, attention was paid to the development of the integration of higher and secondary special education, which is especially characteristic for the stage in the later years of this period (1998–2000). It was in those years (circa 1998) that the only normative legal act in the entire monitoring period was published, regulating the interaction of educational institutions in the system of continuous education, «Positioning the educational and scientific association of «Higher education institutions - secondary special educational institutions»». With regard to teacher education, the integration of educational levels was considered mainly as a measure aimed at supporting secondary special

education. Throughout the stage, attempts were made to develop optimal mechanisms for the integration of secondary special and higher education levels. At the same time, the proposed measures did not have the appropriate sequencing and consistency. This fact, along with the lack of precision and a certain declarative inherent in legal acts in the field of education of the 1990s, did not contribute to the full implementation of its provisions in practice. Systematic monitoring of the implementation of measures aimed at development of the integration of secondary special and higher education was not helped by the lack of statistical reporting on the numbers entering higher education on special subject courses with a reduced training period.

- *The stage of systematization (2000–2011)*, during which regulatory support of the national education system is gradually ordered by a lining-up system. Beginning with the stage connected with the approval of the fundamental doctrinal and conceptual document: «Concept of development of teacher education», the implementation of the provisions to be fulfilled increased attention in the development of ongoing professional teacher education in the «college – university» system during the first half of the stage. However, after 2005, the attention to the integration of educational levels of secondary special and higher education gradually weakened, and in the documents of the last years the named stage is practically not reflected upon at all. Meanwhile, the most important achievement of this stage was the publication in its second half (2007, 2008, 2010) of instructional and methodological materials that regulate the development of curricula for higher education, implemented in educational programmes, integrated into the educational programmes of secondary special education.
- *The stage of stable development (2011–2015)*. Beginning of the stage connected with the publication of the fundamental legal act systematically regulating all levels and stages of education: «Code of the Republic of Belarus on Education». The stable development stage is characterized by synchrony and coherence in prospective and current development planning of the education system at its various levels. The stage completed by the approval of the «Concept of development of teacher education in the years 2015–2020», which sets the direction for the development of teacher education in accordance with international obligations of Belarus, related to its acces-

sion to the Bologna Process. Looking at the whole system of teacher education in the aspect of continuity, the concept brings a new level of attention to the issue of integration of educational levels. In order to overcome the fragmentation of educational institutions and the general increase in the quality of teacher education, the «Concept» prescribes the transition of the national teacher education system to the cluster model of development. Meanwhile, despite the significant achievements in the development of the regulatory framework of education, the legal framework for the implementation of educational programmes of ongoing professional teacher education that are integrated into the educational programmes of secondary special education, is still insufficient. As negative appears the lack of published state statistical reporting data on the number of students on educational programmes of ongoing professional teacher education integrated into the educational programmes of secondary special education. The current legislation does not pay attention to issues requiring a decision of continuing education in the system «college-university», among which, in our opinion, should be the following:

- the need to clarify the conditions for the integration of educational levels;
- required are normative securing mechanisms of integration levels of secondary special and higher education;
- a need for updating the requirements of normative documentation of the joint activities of educational institutions in the sphere of the realization of higher education programmes integrated into the educational programmes of secondary special education;
- a necessity of instructions for developing educational programmes for educational courses of higher education, integrated into courses of secondary special education;
- there is a need of improvement of mechanisms for the transition of students from one educational level to another during the implementation of higher education programmes that are integrated into the educational programmes of secondary special education;
- specification is needed for the direction of continuing education in the system «college – university».

4. Trends in the development of ongoing professional teacher education in the «college – university» system in the Republic of Belarus (1991–2015)

The leading trends in the development of ongoing professional teacher education in the system «college – university» at the analyzed period were:

- *The transition to a university type of higher pedagogical education.* Between 1993 and 2004, all educational institutions were transformed into specialized and classical universities. The transition to a university type of higher education was seen as a measure aimed at its development, while, separately, the need to create – on the basis of pedagogical universities – «university centres as the centres of education, culture, national revival» was emphasized (Decree of Ministry of Education and Science of the Republic of Belarus, 26th October 1994, No. 37). This trend is important, as it still remains as a basis for the emergence of other fundamentally important trends in the development of ongoing professional teacher education.
- *The restructuring of secondary special teacher education.* Transforming pedagogical schools into colleges was seen as a measure aimed not only at improving the system of secondary special teacher education, but also for the qualified development of continuity in professional teacher education. First, Mogilev Higher Pedagogical School was reorganized in 1992. Creating a college based on the pedagogical schools was completed in 2003 (years earlier than the end of the restructuring of secondary special education in the whole country).
- *The building of a multistage, multi-level system of continuous education.* The transition to a multi-stage system of education, as well as the further development of the idea of integration of educational levels were bound to appeal to international experience in the search for their own paths of development in the national education system of an independent Belarus. For a long time (until the publication of the Belarusian Code of Education), there existed no common understanding of educational levels and stages in the Belarusian legal acts, making it difficult to implement the principle of continuity in education. However, with the development of the national education system, teacher education was structured as a multi-tiered system, and the concept of stages and levels of education was fixed legislatively.

- *The structural integration of specialized secondary and higher teacher education.* In the light of the mass character of higher education, secondary special teacher education, while keeping its specific function of teacher training, was experiencing some difficulties associated with a significant decrease in the number of entrants. In order to support secondary special teacher education, as well as the improving continuity of the educational levels, most teacher training colleges were included in the classical universities as structural departments between 2001 to 2005.
- *The regionalization of teacher education.* With the formation of the national education system, increasing importance was attached to the development of teacher education in the regions. Thus, regional classical universities gradually acquired the status of scientific, educational, social and cultural centres. As a consequence of this regionalization, ongoing professional teacher education at the regional level has been established. The backbone core units – not only in teacher training colleges, but also in other educational institutions in the region – became classical universities, but they had been previously established on the basis of pedagogical institutions.
- *Stable improvement of the level of education of teachers.* In connection with the mass availability of higher pedagogical education, there was, in turn, a reduction of the number of applicants for secondary special education, as the staff of educational institutions is replenished mostly by young specialists with higher education. Thus, during the study period, the proportion of teachers with higher education in their total number is steadily increasing. In turn, the increase of the number of specialists with higher education is leading to a growing increase in the professional requirements for teachers, and so higher education is becoming a prerequisite for the professional success of college graduates.
- *The optimization of the structure of pedagogical special subjects.* Teacher education, in its institutional form, and distinguished by a certain conservatism, is, at the same time, a flexible and adaptive system that responds to changes in the current and future needs of the whole national education system. During the development of teacher education, the structure of its special subjects is constantly optimized, correlating with the staff needs of the national education system and adapting to changing external conditions.

5. Features of ongoing professional teacher education in Belarus in the system «college – university»

The main features of an ongoing professional teacher education in the «college – university» system are:

- *The self-sufficiency of regional ongoing professional teacher education in the system «college – university».* The relatively autonomous system of ongoing professional teacher education functions in each region of Belarus, ensuring the implementation of a full cycle of teacher training directly in the region – due to the presence of:
 1. institutions that implement educational programmes of teacher education at various levels.
 2. the necessary relationships between the institutions, which are components of the system.
 3. a central, system-organizing component, which is the regional classical university

Thus, ongoing professional teacher education is a holistic set of regional subsystems.

- *The similarity of the basic organizational structure of an ongoing professional teacher education in the regions of the country.* The absence of distinct regional features is due to the history of the development of Belarusian pedagogical education in the framework of a unified Soviet educational system, the unitary state system of Belarus, the territorial and cultural proximity of the regions and the equal importance of teacher education in each Belarusian region. The similarity of the organizational structure is shown in the organization of educational institutions, which are components of the regional system of ongoing professional teacher education, and in the nature of the relationships between the components, as well as the similar backbone role of the university, which is located in the administrative area centre.
- *The presence of elements of the cluster structure in the organization of a regional system of ongoing professional teacher education.* The transition of an ongoing professional teacher education system to the structural organization of the cluster is appropriate and justified in view of the presence in the system of the following naturally formed cluster key features:

1. the presence of the organization leader (classical university located in the regional centre).
 2. a high territorial concentration of cluster members (provided by a large number of educational institutions).
 3. the existence of stable and systematically developing relationships between the participants (communication between the university and college and other educational institutions is carried out in a number of directions and is essential, stable and systematically developing).
- *Preservation of the state regulation of teacher education that takes into account regional interests.* The institutional role of teacher education demands close attention by the state. Intrinsic as it was in the Soviet educational system, state regulation of the pedagogical special subjects not only remains strong in the national education system of independent Belarus, but has been further developed by implementing a detailed view of the staffing requirements of each region. State regulation is manifested in the ordering system for training, the general practice of the target set, offering college graduates the most favorable conditions for university entrance, supporting talented entrants for admission to pedagogical special subjects, and other means.
 - *Teachers training in the conditions of non-core universities.* Training of teachers on educational programmes of higher education, integrated into the educational programmes of secondary special education in the regions is carried out mainly by classical universities. This situation has both positive and negative effects for the development of ongoing professional teacher education. The positive is the (needed for productive functioning) high level of the classical university – as a scientific, educational, social and cultural centre of the region; negative – the propensity to lower the priority of pedagogical special subjects and, as a consequence, the lack of utilization of the integration of educational programmes of higher and secondary special teacher education.

6. The development of perspectives in ongoing professional teacher education in the «college – university» system

Prospects for the development of an ongoing professional teacher education in the «college-university» system are determined by the adaptation to

the conditions of the European Higher Education Area. The analysis of the educational experience of Russia and the Ukraine (accession to the Bologna Process respectively in 2003 and 2005), confirms the expediency of amplification of the comprehensive integration of higher and secondary special education, and allows us to identify the following development perspectives of the phenomenon under study:

- *The optimization of the organizational system of an ongoing professional teacher education in the development of a systemic and structural integration of educational levels of higher and secondary special education.* System integration implies the inclusion of the secondary special level into higher education as the initial stage that will ensure a succession of educational programmes and therefore allow a reduction of the number of terms of training in the implementation of educational programmes of higher education, integrated with the educational programmes of secondary special education. Structural integration is carried out by the inclusion of teacher training colleges, that have retained legal independence, into the structure of universities, which will enhance the status and overall development of colleges.
- *Extension of the relationship and deepening of cooperation in the «college-university» system of ongoing professional teacher education.* Expansion of relationships ensured by the development of educational clusters of an ongoing professional teacher education, including an extensive network of institutions that implement educational programmes at various levels, and other organizations. Deepening interaction is implemented in joint activities of universities and colleges, and creates a framework for the integration of the scientific, educational and socio-cultural environments of university and college. University and college cooperative activity is thus carried out in the following areas:
 1. attracting teachers and guidance staff colleges to scientific and research work and enrolling them in the university postgraduate courses.
 2. organized work by the University to raise the level of professional teacher competence in colleges.
 3. University participation in the educational process of the College.
 4. carrying out joint scientific events.

5. organization of joint students' educational, scientific, cultural, recreational and sports events.
 6. co-publishing and others. Expansion of the practice of scientific research in the field of ongoing professional teacher education in the system «college-university» and scientifically practical actions devoted to this subject will not only contribute to the development of relations in the system of ongoing professional teacher education, but also attract the attention of specialists for further study of ongoing professional teacher education.
- *Improving the organization of the educational process in the implementation of educational programmes of ongoing professional teacher education is achieved by:*
1. providing students with a variety of educational paths in the «college-university» system with maximum use of the possibilities of integration of educational programmes in higher and secondary special pedagogical education, including the expansion of the range of pedagogical special subjects with a reduced term of training; expansion of the practice of enrollment of college graduates at a ratio of 2–3 in the field for the full period of training in mixed groups, including the possibility of a free choice of teaching specialty for higher education on an individual curriculum.
 2. creation of comfortable conditions for college graduates for further higher education in various forms.
 3. improving the continuity of educational programmes of higher and secondary special education, thus reducing the number of terms of training at higher education level.
 4. strengthening the legal framework of the implementation of the higher education training programmes integrated with the educational programmes of secondary special education.

Literature

- Darinskii, A. V. / Даринский, А. В., Непрерывное образование / А. В. Даринский // Советская педагогика. – 1975. – № 1. – С. 16–25.
- Dave, R. H., Foundations of Lifelong Education. Studies in Lifelong Education Paperback – January 1, 1976 – 388 p.
- Dylyan, G. D., Перспективы развития системы непрерывного образования / Б. С. Гершунский [и др.]; под общ. ред. Б. С. Гершунского. – М.: Педагогика, 1990. – 224 с.

- Gershunsky, B. S., Перспективы развития системы непрерывного образования / Б. С. Гершунский [и др.]; под общ. ред. Б. С. Гершунского. – М.: Педагогика, 1990. – 224 с.
- Kalinkin, E. V. / Е. В. Высшая, Школа в системе непрерывного образования: науч.-теорет. пособие / Е. В. Калинин. – М.: Высш. шк., 1990. – 144 с.
- Novikov, A. M. / Новиков, А. М., Принципы построения системы непрерывного профессионального образования / А. М. Новиков // Педагогика. – 1998. - №3. – С. 11–17.
- Onushkin, V. G., Kulyutkin, Y. N. / Онушкин, В. Г., Образование взрослых как предмет исследования / В. Г. Онушкин, Ю.Н. Кулюткин // Советская педагогика. – 1991. - № 6. – С. 86–94.
- Vladislavyev, A. P. / Владиславьев, А. П., Непрерывное образование: проблемы и перспективы / А. П. Владиславьев. – М.: Молодая гвардия, 1978. – 175 с.

Factors and conditions of professionalization for tomorrow's teachers with respect to intercultural communication

VERONIKA AFONINA

1. Introduction

In recent decades there has been a tendency to expand international educational space, a growth of international openness in the national culture, the development of cultural pluralism, the inclusion of Russian education in the world globalization process, associated with the search for new approaches to the organization of the preparatory training of the modern teacher; major factors are: *normative-legal, socio-cultural and market*.

2. Normative-legal factor

The *normative-legal* factor effect is associated with the appearance of a number of *normative* documents aimed at the humanization of education. For example, in accordance with the Federal Law «About Education in the Russian Federation» the development of Russian education is aimed at ensuring the humanistic nature of education, human rights, freedoms and free development [10].

According to the National Doctrine of Education in the Russian Federation, «education should be an important factor in the humanization of social and economic relations, the new approaches to the life building of a modern-educated, moral person. Educational institutions need to ensure the preservation and support of humanistic traditions in and for the Russian people » [4]. The Federal Target Programme for the Development of Education for 2016–2020 notes that the solution of global problems might be «only as a result of cooperation within the international community, which requires an education in modern thinking for the younger generation» [8].

3. Socio-cultural factor

The *socio-cultural factor's effect* is associated with the change in the role of education in solving tasks of social cohesion among the subjects of the educational process. This is not possible without strong communication links between students, teachers, parents and the public, especially in the context

of migration, globalization, culture and education. O. A. Snegovaya, in research for the thesis «Globalization as a socio-cultural process», pays great attention to understanding the term «cultural globalization», considering it not only in terms of homogenization and unification, but also of culture localization [6].

Analysis of the Federal State Statistics Service data for the last ten years shows a significant increase in migration. Thus, from 2005 to 2014 the number of migrants increased by 6 million per year. These dynamics also update ways and mechanisms in searching for effective intercultural communication.

4. Socio-cultural factor

It is necessary to highlight the onset of the information society as one more aspect of the social and cultural factors' action. The rapid development of information and communication technologies has led to modernization and to new types of activity by teachers' and educational institutions in general. Thanks to information technology, traditional working methods are replaced by new opportunities. In today's information societies there is a transition to new educational technologies, focused on variability, subjectivity, creative individuality, teachers' individual potential and their readiness for practical activity, the ability to quickly engage in innovation activity, etc.

Today, there are many examples how to use information technologies and systems in various activities. A teacher or head of an educational institution can use them for the implementation of intercultural communication with the educational service's consumers. That's why approaches to the organization of the educational process are changing, too. For example, teachers actively use multimedia presentation support in their professional work. The possibilities of computer design allow them to create a more vivid visual image through teaching materials like posters, brochures, workbooks, leaflets for parents etc., especially due to the possibilities of using different kinds of special effects and high-quality modern digital photography.

Information technologies permit organizing work with information more efficiently, including foreign language learning and teaching. They serve as a tool that allows you to organize, synthesize, provide information, to conduct an analysis of new educational services and their demand on the market, carry out effective training activities, to find the most effective ways for organizing the information flow, organization technologies of interaction with target audiences and more [2].

The new technological ways of interaction can also include: interactive communication in the form of video conferencing, information presentation by media means and posting of teaching materials on the Internet, organization of informational e-mails posting with the help of e-mail tools, which is especially useful in the case of interacting with a distant audience: carrying out additional online activities, opinion survey, forums, competitions, etc.

For example, the usage of basic office and specialized programmes improves the efficiency of different types of analysis (e.g. quality analysis of the acquired material), as a consequence - to provide a system for monitoring and controlling the quality of education, organize, summarize and visualize the study's results, to analyze the effectiveness of their pedagogical actions, to expand significantly the educational institutions' information activities, to study and analyze innovation in education, the demand for education services, consumer satisfaction with the quality of educational services, etc.

The internet transformation to a global mass media organization demands a fresh understanding of the use of the worldwide network for the benefit of teacher professionalization in the use of images as seen through the eyes of the consumers of educational services and the professional community.

5. Market factor

Market factor relates to the build-up of the education market, taking into account that the new consumer is interested in his/her personal results that he/she obtains during consumption of the educational services – a certain complex of competencies, knowledge and skills, which he/she has acquired, or at least should have acquired in the process of consumption. It necessitates the search for new communication forms and channels, considering not only individual preferences, but also shaping consumer demands, based on universal values, intercultural dialogue, mutual trust and confidence.

Under the new conditions, society is creating a specific role for tomorrow's teachers, and especially preschool teachers, because it depends on them which future member of society will be a modern child. Free-thinking and the ability to predict the results of his/her professional activity can act as guarantors for teachers to achieve these challenging goals.

We can find this trend reflected in *The Professional Standard* for the teacher (educational activity in the field of preschool, primary, basic general, secondary education) (tutor, teacher) dated October 18, 2013, where the need to master new teacher activities is described. According to this professional standard, the modern teacher of preschool education must take into

account the nature of educational services provided to students, to understand correctly basic educational needs in modern society, to evaluate the accuracy, the timeliness and accessibility of services for students. Willingness to change, mobility, the ability to take non-standard action, responsibility and independence in decision-making - all these features characterize modern teacher activity [5].

In this regard, the issue of the factors and conditions of professionalization for tomorrow's teachers regarding intercultural communication is particularly important. So, an institution of higher education should provide tomorrow's preschool teacher with a readiness to engage in effective intercultural dialogue, taking into account intercultural communication capabilities. These include an awareness of new pedagogical and information technologies, ensuring the students' socio-cultural education with an emphasis on their own cultural identity and speech activity.

With Russia's accession to the Bologna Process, with the advent of a new federal state educational standard of higher education at university, attention is focused not only on the content of education, but also on the results of student learning. Learning outcomes are defined by competences (a dynamic combination of knowledge, skills, abilities and personal qualities that a graduate is able to demonstrate after finishing his/her training, in accordance with the Concept of Russian Education Modernization. Achieving new state higher professional education standards is one of the main objectives of the university.

In accordance with the Federal State Educational Standard of Higher Education in the field of training 44.03.02 Psycho-pedagogical education (bachelor level), approved by the Russian Federation Ministry of Education and Science, dated December 14, 2015 N 1457, it is necessary to build a bachelor's professional competence during the course of training at university.

6. The teacher's professional competence and readiness for intercultural communication

The teacher's professional competence is a multifactorial phenomenon, which implies the effective implementation of professional educational activities, defined by job requirements, based on a fundamentally academic education, and supported by an emotional-evaluative attitude to teaching. It presupposes the existence of significant professional and personal qualities, theoretical knowledge and professional skills [9].

So higher professional education is intended to provide training to qualified preschool teachers, who have an appropriate level and profile, who are

competent, responsible, fluent in their profession and focused on work in related fields, as well as the ability to work effectively at the level of world standards, social and professional mobility, prepared for ongoing professional growth. The particular importance is the development of competencies and skills, the ability to communicate in verbal and written form in Russian and foreign languages to meet the challenges of interpersonal and intercultural communication, and as a result, ensuring tomorrow's pre-school teacher shows a readiness for intercultural communication.

At the same time, the interests of tomorrow's teachers lie in a variety of areas: they must have significant potential to produce and spread knowledge about the culture of his/her native country and the language of instruction/learning, for such knowledge has significant educational value, manifesting itself in a humanistic attitude towards cultural diversity and the readiness to treat the other cultures' spiritual values with respect.

The issue of teachers' professional training is not new to Russian research. I. N. Shpil'reyn, S. G. Gellershteyn's etc. work has great importance in this area, K. M. Gurevich, G. M. Zarakovsky etc. studied professional integrity, E. A. Klimov, P. G. Atutov, A. Shumilin, M. I. Krylov, V. Chebyshev etc. paid great attention to professional self-study, V. P. Bepalko, V. I. Zagvyazinsky V. V. Kraevsky, M. N. Skatkin etc. studied the issue of the students' training in psychology and education, M. M. Bakhtin, A. A. Verbitsky, I. A. Zimnyaya, E. I. Sokolnikov, A. V. Hutorskoy, M. A. Choshanov etc. paid great attention to students' readiness to engage in psychological and educational work.

To analyze the different approaches by the researchers mentioned above to the concept of 'professionalization', we came to the conclusion that professionalization of tomorrow's teachers in intercultural communication is the expression of a purposeful character, including beliefs, opinions, attitudes, motives, feelings and volitional and intellectual qualities, knowledge, skills, abilities, attitudes, a certain behaviour. This preparedness can be achieved in professional training; it is the result of an all-round individual's development, taking into account the particular requirements of the professional activity. Professional readiness - is not only an individual's property or attribute, it is a human's concentrated essential activity index, the measure of his/her professional ability [1].

Based on an analysis of the theoretical literature, we suppose that tomorrow's teacher readiness to engage in intercultural communication is the result of integrative character development, presupposing communicative knowledge and skills, a linguistic-cultural orientation and having as its

components the unity and the high level of social, functional and socio-cultural competence.

7. Information technologies

One of the effective ways to achieve professionalization in tomorrow's pre-school teachers with respect to intercultural communication is the creation of an appropriate information and professional environment, which is based on information technologies.

Information technology is a process that uses a set of tools and methods for collecting, processing, and data (primary data) to obtain new quality information about the state of the object, process or phenomenon.

There are many classifications of information-communicational technologies. N. D. Ugrinovich has more than adequately classified information-communicational technologies. There are the following information-communicational technologies:

- graphic information processing technology;
- computer presentations technology;
- text processing technology;
- multimedia technology;
- numeric data processing technology;
- storage, searching and sorting information technology;
- communication technologies (network of different levels, telecommunications)
- e-mail, multimedia internet technology) [7].

Information technology can transmit data over any distance and at any time, accumulate and store it on physical media and in electronic form. So, the quality characteristics are significantly improving all the time: students have access to information and educational services in real time.

8. Information-professional environment

Existing simultaneously, mutually penetrating and interacting with each other, information and professional environments multiculturally complement each other, their effect is greater than the sum of actions, it allows us to consider the environment of the university as an integral phenomenon in each case and situation, which is a combination of individual components in cultural pluralism recognition terms. The introduction of an informa-

tional-professional environment on the basis of modern information technologies will add new opportunities to the learning process and provide a combination of performance and flexibility in the educational process. It will enable the usage of widespread information resources in a variety of future professional activities, a significant expansion of traditional educational forms, as well as the possibility of new education forms.

With the help of an information-professional environment students will have the opportunity to apply structured teaching materials, teach using multimedia complexes, software products, anytime and anywhere in the educational space. In addition to the educational material availability, the opportunity for feedback is provided, the organization of distant grammar, vocabulary, listening and pronunciation skills testing, reading and writing skills in a foreign language, getting advice in on-line or off-line modes, as well as the possibility of individual «navigation» in subject development to enhance tomorrow's teacher's readiness to engage in intercultural communication.

Students will acquire the ability to interpret and adapt the information to the tasks of intercultural communication with the help of specialized software, online games, (language situation) group simulations, training sessions, business games, case studies, carried out by teachers, students and native-speaking guests. In lessons students learn to use informational technology solving communication problems (as distant communication with native speakers, the possibility to participate in foreign coaches' open online master-classes and training in real-time, online conferences on the foreign language, webinars) which are important for further professional activities, the development of linguistic thinking, the ability to predict the development of intercultural communication and the ability to share tasks. This is what will serve as the basis for the professionalization of tomorrow's teachers with respect to intercultural communication [3].

In accordance with the above-mentioned, we can identify the creation of a multicultural informational-professional university environment as the most important condition for the professionalization of tomorrow's teachers with respect to intercultural communication.

An informational-professional environment will enable embedding tomorrow's teacher into such educational spaces as the internet, ensuring the quality of teaching at a new level. It will provide students development and social adaptation in conditions of world community globalization, communication presence with native speakers in real time, using social networks (Facebook, Twitter), applications (Skype, Link, What's Up, I-Message, Viber, Telegraf); the ability to work simultaneously on documents using

platforms such as Google.docs, I-Cloud; the usage of applied computer programmes and tools in the educational process that allows a teacher to act as the organizer and coordinator of intercultural communication.

References

- [1] Afonina V. V. / Афонина В. В., Готовность будущего педагога дошкольной образовательной организации к деятельности в условиях инклюзивной образовательной среды // Вестник Новгородского государственного университета имени Ярослава Мудрого. 2016. № 93. С. 120–125.
- [2] Donina I. A. / Донина И. А., Использование дистанционных технологий в профессиональной подготовке современных руководителей // Международный журнал экспериментального образования. 2011. № 6. С. 34–35.
- [3] Donina I. A., Ivanova T. D. / Донина И. А., Иванова Т. Д., Информационно-профессиональная среда как средство формирования управленческой компетентности будущих бакалавров сервиса. // Современные проблемы науки и образования. 2013. № 3. С. 204.
- [4] The National Doctrine of Education in the Russian Federation / Национальная доктрина образования в Российской Федерации [Электронный ресурс] URL: <http://rg.ru/2000/10/11/doktrina-dok.html/> (дата обращения: 8.4.2016).
- [5] The professional standard / Профессиональный стандарт «Педагог» (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) [Электронный ресурс] URL: [минобрнауки.рф/.../12.02.15-Профстандарт_педагога_\(проект\).pdf](http://минобрнауки.рф/.../12.02.15-Профстандарт_педагога_(проект).pdf) (дата обращения: 1.4.2016).
- [6] Snegovaya O. A. / Снеговая О. А., Глобализация как социокультурный процесс. Дисс. на соиск. учён. степ. канд. пед. наук / Снеговая О. А., Ростов-на-Дону, 2007 – 153 с.
- [7] Ugrinovich N. D. / Угринович Н. Д., Информатика и ИКТ. Базовый уровень – М.: БИНОМ. Лаборатория знаний. 2008. – 188с.
- [8] The Federal Target Programme for the Development of Education for 2016–2020 years / Федеральная целевая программа развития образования на 2016–2020 годы [Электронный ресурс] URL: минобрнауки.рф/документы/5930/.../FCPRO_na_2016-2020_gody.pdf (дата обращения: 5.4.2016).

- [9] The Federal State Educational Standard of Higher Education in the field of training 44.03.02 Psycho-pedagogical education (bachelor level) / Федеральный государственный образовательный стандарт высшего образования по направлению подготовки 44.03.02. Психолого-педагогическое образование. [Электронный ресурс] URL: минобрнауки.рф/документы/1910 (дата обращения: 2.4.2016).
- [10] The Federal Law «About Education in the Russian Federation» / Федеральный закон Российской Федерации «Об образовании в Российской Федерации» [Электронный ресурс] URL: https://www.consultant.ru/document/cons_doc_LAW_140174/ (дата обращения: 9.4.2016).

Teacher education and training in uncertain times

Polycultural education for future professional social education workers

OLGA GURENKO

1. Introduction

In the present acute social and political situation in the Ukraine, the activity of SEWs in a polycultural society, especially among children and young people has taken on a high degree of importance. In this context, the special training of future SEWs in a higher educational institution for teacher education and training is undoubtedly relevant. Therefore, the contents and methods of training should include polycultural education for future SEWs. There is much scientific background to present research into the designated problem. With regard to its philosophical aspects – there exists basic scientific research for the development of an open polycultural society, orienting away from the ideological monopolar model to a model which is hopefully adequate to the 21st century's challenges – a pluralistic and polycentric model, an important element of which is the content of modern education, to which the works by V. Andrushchenko, I. Vidt, V. Kremen', V. Lutay, M. Mikhalchenko, etc. are dedicated.

In recent years, the general problems of polycultural education have been actively studied (D. Banks, V. Borisenkov, O. Graumann, O. Gukalenko, G. Dmitriev, V. Matis, S. Nieto, M. Pevzner, O. Plakhotnik, V. Podobed, S. Sysoeva, etc.), the foreign experience of the introduction of polycultural education (I. Bessarabova, Ya. Galets'ka, O. Milyutina, S. Naushabayeva, V. Pogrebnyak, V. Polishchuk, etc.), various aspects of polycultural education (N. Baichekueva, V. Boichenko, O. Dzhurinsky, O. Dubasenuk, G. Nazarenko, etc.), learning in the context of a dialogue of cultures (V. Bibler, A. Gadoms'ky, Yu. Passov, etc.), the didactic possibilities of polycultural educational space in an educational institution (Sh. Demisenova, I. Kolokolova, I. Labushkina, F. Sysoeva, A. Shogenov, etc.); a cultural studies orientation of the educational content in higher schools (Z. Donets, T. Zyuzina, T. Ivanova, A. Ryzhanova etc.).

The general pedagogical foundations of polycultural students' education are studied by N. Agafonova, O. Gukalenko, N. Ivanova, Yu. Plekhanova,

etc. The characteristic features of future teachers' polycultural training are considered in the scientific research by Yu. Agranat, K. Bakhanov, L. Gay-sina, N. Yaksa, etc.

However, modern educational literature lacks contributions dedicated to the identification of the essence of polycultural education for future SEWs. In general, up to now, various aspects of the professional training for SEWs have been examined: the theoretical and methodological foundations (O. Bezpaľko, M. Evtukh, L. Mishchyk, etc.), the experience of social educators' professional training in European countries (V. Polishchuk, Yu. Polishchuk), preparation for socio-legal activity (I. Kovchina), the features of personal development in future SEWs (R. Vignola), the formation of professional communicative qualities (O. Gura), etc., but the issues of the work in a polycultural environment and the system of didactic training for future SEWs going on to the realization of such activities are only partially dealt with in these studies.

An analysis of the educational process in higher education permits us to point to the following contradictions: a large spread of globalization and migration processes in the world (to which the Ukraine is now being attached) and a lack of state employees, who could promote the social adaptation of migrants, refugees and even internally displaced people into a new culture, warn about extremism and conflicts on ethnic and inter-confessional grounds; social order and the increasing demand for specialists in the socio-educational sphere, able to work actively in a polycultural society, in contrast to the lack of appropriate substantive and methodological support of professional training in the higher educational process; practical experience in polycultural education in the sphere of non-formal education and the lack of a polycultural training system for future SEWs in university conditions; the necessity of polycultural training for competent teachers and the social underdevelopment of appropriate resources; the existence of experience in the world regarding future teachers' polycultural education and its merely occasional use in the process of professional preparation for SEWs in the Ukraine.

So, the problem lies in the fact that, despite the practical need for competent specialists in the SEW sphere, able to carry out professional activities in a polycultural society, only a few aspects of their training are developed accordingly; in higher education neither a system of polycultural education for future SEWs nor methodological support in their professional training have been developed to build their polycultural competence.

2. Purpose

The need to resolve the above contradictions, the objective needs of society and the state in the preparation of future SEWs to work in a polycultural society have led to the creation of a concept of polycultural education for future SEWs. It is our article's purpose.

3. Polycultural education for future SEWs

The polycultural education of future SEWs is a subsystem of the general educational system in higher educational institutions, which includes the organization and content of the pedagogical process, built on cooperative subject-subject relations between teachers and students, based on the principles of humanism, cultural dialogue, taking into account the polyculturalism (ethnic, religious, linguistic, social, etc.) of the professional environment and aimed at the formation of a future specialist personality, able to live and work actively in a polycultural society (Gurenko, 2014, p. 44).

Polycultural education for future SEWs is a part of their training, directed at the acquisition of polycultural competence, resulting from polycultural education, its goals, and hence its objective. The objective of polycultural education determines the specificity of all its elements, it enriches its contents and makes the result especially value-meaningful. The specifics of this educational objective involve the specific interaction, the interaction of a teacher and a student: on the one hand, it is the aim of a teacher to increase the independence of future SEWs, their competitiveness, the professionalism, to help a specific person in his polycultural interaction in society; on the other hand, this is the goal the student faces in order to become actively involved in professional activities, develop the appropriate knowledge, skills and experience, to consciously develop such positive qualities like dedication, hard work, discipline, initiative, willpower, discipline, punctuality, activity, creativity and independent thinking. We emphasize that the subjects of professional training want not only to be involved in the learning process, but also to organize cross-cultural interaction. The latter has a positive effect on the professional development of a future specialist.

The tasks of polycultural education are to create a positive motivation to work with different heterogeneous groups and organizations, the value orientations of students in a polycultural environment, the system of knowledge and skills of carrying out the professional activities in a polycultural society according to functional responsibilities; the creation of favourable conditions for gaining the experience of following social norms and main-

taining respect for the rules of conduct necessary in everyday life and for professional activities in a modern polycultural society.

The theoretical foundations of polycultural education for future SEWs are the fundamental positions of educational philosophy, concepts of cultural anthropology, the role of an individual ethnic identity in inter-ethnic interaction, the management of cultural diversity (transculturalism and cultural pluralism), modern pedagogical concepts, the theory of competence-based learning, conceptual provisions of the systems' theory, the theory and methods of professional training of the social sphere specialists.

The methodological basis of polycultural education for future SEWs is based on the integration of methodological approaches: culturo-logical, axiological (at the level of philosophical methodology), acculturating, dialogic, socio-psychological, phenomenological, contextual (on the general scientific level of methodology), systematic, competency-based, personality-centered, educational and spatial, trans-disciplinary, and situational (at the level of specialist scientific methodology).

So, from the viewpoint of the system approach, polycultural education is a subsystem that reflects the pedagogical process, is influenced by and is in harmony with the polycultural educational space of higher educational institutions;

- the introduction of a competency-based approach permits defining the purpose and content (knowledge, skills, attitudes, experience and behaviour of an individual) of polycultural education for a future SEW with polycultural competence;
- educational space contributes to the accumulation and reflection of a student's own individual experience of life in a polycultural environment at the mega-, meso- and micro-levels and to building individual educational trajectories;
- the personality-oriented approach allows the creation, primarily in higher education, of the conditions for the self-realization of future SEWs as students with life-formed and polycultural competence, and secondly, the structuring of an educational process in the polycultural student environment (ethnic, linguistic, religious, gender, etc.);
- transdisciplinary definition of the curriculum resources for the specialist training of future SEWs permits them to work in a polycultural context;
- the situational approach allows them to immerse themselves in a certain professional situation to solve the clients' or societal poly-

cultural problems, where they may find practical application in social and educational activities for their knowledge, skills, values and experience.

4. The concept of polycultural education for future SEWs

The core of the polycultural education concept for future SEWs is an organic relationship of purpose, objectives, content, methods, forms and means; the result of their polycultural education depends on the effectiveness of the selected tools.

The conceptual apparatus of the concept determines its terminological field in the context of polycultural education and is represented by concepts that characterize:

- the nature of the relationship and interaction of all subjects in the educational process;
- the number of potential clients with whom future SEWs are supposed to be prepared to work;
- the nature of the work for which they are prepared;
- the methodological tools of polycultural training;
- the result of training – the polycultural competence of future SEWs, which will effectively deal with the tasks of professional activity in a polycultural society.

The nature of the process of polycultural training of future SEWs in higher education is significantly affected by the nature of the relationship and interaction of all subjects in the educational process (students, teachers, representatives of social and cultural institutions and the like).

One of the important requirements for the success of relations between the participants in the educational process of higher pedagogical educational institutions is the harmonization of interaction based on the gradual coordination of all subjects' actions regarding polycultural competence in educational and extracurricular activities.

The interaction of a teacher and students, who communicate with each other, is included in a complex system of interaction in the educational process, which is being implemented within the higher education system. Educational interaction is manifested in the cooperation aimed at achieving a common result from activities and communication based on the harmonization of systemic-functional models. Harmonization of educational interaction is, in our view, the achievement of concerted actions by the participants in the unified educational process.

Within the framework of SEW polycultural education in higher education, the important role in the development of their polycultural competence is played by representatives of social and cultural institutions which are also vice-versa the subjects of the educational process in higher education (in the framework of the practical periods of work, but also in the extra-curricular, cultural and leisure-time activities of students). While working in the socio-cultural institutions, the future social educators can meet future clients for the work with whom their polycultural training is planned.

The clients can consist of families from national communities, migrants (immigrants, economic migrants, returnees, etc.), refugees and settlers (including internally displaced people from the temporarily occupied territory of Ukraine). The students – members of a polycultural team – come from various types of educational institutions (preschool, secondary, out-of-school) meet, among others, the representatives of an alien ethnic population, members of the territorial community and so on.

The essence of the work which is supposed to prepare future SEWs from the perspective of polycultural education lies in the psycho-pedagogical support of children and young people from families of ethnic communities, migrants, refugees, immigrants and so on, their social and pedagogical patronage; the social accompaniment of such families; the creation of conditions for the acquaintance of representatives of national communities with the ethnic and cultural traditions, government and national symbols of the Ukraine, the state legislation of Ukraine; the implementation of social and educational prevention of xenophobia, ethnophobia among children and young people, the study of ethnic tolerance; the implementation of polycultural education within the community and so forth (Gurenko, 2014, p. 135).

Knowledge of clients' groups, their age, psychological characteristics and the nature of the work for which future SEWs are supposed to be prepared determine the content of their polycultural education, the selection and structuring of which is carried out using a transdisciplinary approach and taking into consideration the requirements of the competence-based paradigm of learning in higher education.

The polycultural education of future SEWs is implemented in the framework of a coherent system of organizational methods and forms, the totality of which creates a single didactic complex, the functioning of which is subordinated to the objective psycho-pedagogical regularities of the pedagogical process.

Training of future SEWs for professional activity in a polycultural society is carried out through the application of a variety of learning methods in the context of polycultural education: informational and illustrative (lecture, illustration, video method), productive and practical (exercise, practical work, role play, debate, discussion, project method, cross-cultural modeling, intercultural training, solution of professional polyculturally-focused situations), scientific and research methods (writing term papers and diploma theses, ethnographic research), control-reflective method (individual and frontal survey, tests, exams, checking by computer, self-analysis and self-assessment) (Gurenko, 2014, p. 232–237).

Based on the fact that learning within polycultural education is effective when future SEWs plunge into a particular professional situation, where they may find practical application for their knowledge, skills, values, experience, in accordance with features of professional activity, the dominant method of teaching in terms of polycultural education should be the solution of professional polyculturally-oriented issues (studies of polycultural phenomena, design and prediction of phenomena in a polycultural society, organizational and technological situations of polycultural direction, management situations and phenomena control in a polycultural society). Every professional, polyculturally-oriented situation is complex, because it contributes to the training of many complex polycultural skills in future SEWs, which together make up polycultural competence (Gurenko, 2014, p. 237–242).

The situations of the polycultural phenomena studies are aimed at developing the skills to select and apply the necessary methods and techniques of study and assessment, required for the development of pupils, students, micro staff (a class or a group), the school community as a whole, young people's and children's public organizations in a polycultural context; to determine the level of children's awareness about polyculturalism and to study their ability to be engaged in a constructive dialogue with representatives of other cultures; seek and process information about the cultural heritage of their own and other ethnic groups; to study the positive international and domestic social work experience of polycultural direction, to analyze and generalize the material and use it in the work with clients.

The situations of design and prediction of phenomena in a polycultural society involve the skills to select and analyze legal and normative documents in social institutions for work with a variety of heterogeneous groups, in particular alien ethnic ones, for the protection of their rights and providing appropriate social assistance; to model the polycultural learning space

in various types of educational institutions; to define priorities and optimal organizational forms of social education for children, appropriate methods, techniques, and tools of polycultural education for the younger generation; to design partnership with the subjects of polycultural education, carrying out educational and informational work among parents, the main directions of which are their orientation in the system of international and national legal documents in the field of polyculturalism; to inform parents about the effective means of protecting the rights of families and children; to enable parents to take an active part in the socio-educational process; to forecast strengthening of the negative or positive aspects of the social situation that influences the development and socialization of a child's personality in a polycultural environment; to analyze, predict and create a positively emotional, educational, psychological and legal atmosphere in their work; on the basis of ideas about the features of a child's socialization in a polycultural environment to create an adequate forecast in accordance with a specific social situation; to take into account the specificity of different social groups in the design process of professional activity, etc.

Organizational and technological situations in polycultural work involve the skills to plan the tasks and the optimal content of work in the polycultural education of children and young people in various institutions of the education system; to organize the socio-pedagogical support of children – e.g. representatives of an alien ethnic population for their positive adaptation and socialization in the new social and cultural conditions; to introduce active forms and methods of ethnic consciousness education, polycultural knowledge, lawful behaviour and an active moral position of children and young people; to determine the direction and forms of informational and educational, preventive, individual and consultant, mediatory, human rights work at the place of residence for the organization of polycultural education and upbringing of the younger generation in schools and for polycultural education in the community; to build an algorithm for the polycultural education and upbringing of the younger generation, using polycultural education in the community; to model situations of some problematic character, and their constructive solution; to apply techniques for counselling and socio-correctional work by an SEW with children and young people to provide social and educational assistance to problematic categories of children and young people – e. g. representatives of the alien ethnic population; to choose the appropriate ways, means and professional actions concerning polycultural work in the community.

The situations of phenomena management and control in a polycultural society are aimed at honing future SEWs skills to implement the management mechanisms of a socio-educational process in a polycultural society; to prepare and conduct negotiations on legal issues in a polycultural context; to use methods of control, analysis and evaluation of the results of the implementation of socialization in a polycultural environment, the creation of ethnic consciousness in children's and young people's behavior to monitor the quality of the educational process in a polycultural context; through the implementation of social patronage, the socio-pedagogical support of an individual child's development in a polycultural educational space of educational institutions to check the intermediate results, to make adjustments to the characteristics of this process and objectively evaluate the results.

Professional polyculturally-oriented situations were used during the study of normative subjects and disciplines following free choice by the higher educational institutions with the resources for future SEWs training to work in a polycultural society.

With the help of tools (criteria and indicators) it is possible to determine the intermediate and final results of the polycultural education for future SEWs, i.e. the level of development of their polycultural competence, and to return to the original position in order to view the methodological aspect of the work. Therefore, the criteria in polycultural competence education are: motivation and value, personality, cognitive, active-behavioural, communicative and reflective ones.

The fullness and breadth of the identification of the above-proposed criteria and the indicators will be the key to defining the levels of polycultural competence in a future SEW, namely: high, optimal, standard and elementary. Levels of polycultural competence are interrelated and therefore may have intermediate positions. At the same time, each previous level is, in fact, propaedeutical relative to the next higher one.

The result of the polycultural education for future SEWs is their polycultural competence – the integrative quality of a future specialist personality which is formed in the process of polycultural education at university and includes a system of corresponding knowledge, abilities, skills, interests, needs, motives, values, mental properties, experience in respect of social norms and the rules of conduct necessary for everyday life and professional activities in a modern polycultural society, and is reflected in the ability to effectively solve the tasks of professional SEWs on the basis of positive interaction with representatives of different cultures (Gurenko, 2013, p. 72).

5. Conclusion

The provisions of the polycultural education concept for future SEWs characterize the system of polycultural education as a set of targeted, subject-subject, content, organizational, technological and effective components. All the system components are interrelated. So, the realization of a common goal (the target component) through the performance by the subjects of this process (subject-subject component) of the tasks defined in the informative component at each stage of educational work (organizational component), in compliance with the principles and using appropriate methods and techniques (technological component), will permit achieving the final aim (effective component) – polycultural competence in future SEWs. The effectiveness of the model is determined by the criteria and levels of polycultural competence.

References

- Гуренко О. І., Полікультурна освіта майбутніх соціальних педагогів: теоретико-методичний аспект: [монографія] / О. І. Гуренко. – Бердянськ.: Видавець Ткачук О. В., 2014. – 588 с.
- Гуренко О. І., Соціально-педагогічна робота в полікультурному суспільстві: навч. посіб. для студ. ВНЗ / О. І. Гуренко [ред. К. О. Баханов]. – Донецьк: Ландон-XXI, 2014. – 480 с.
- Gurenko O., Essence and structure of future social teachers' polycultural competence / Olga Gurenko // European Applied Sciences, November–December, 2013. – № 6. – p. 72–73.

Entwicklungstolerantes Verhalten bei Managern

SWETLANA VODNEVA

Toleranz ist wichtig wie nie zuvor in der modernen Welt. Wir leben in einer Zeit der Globalisierung der Wirtschaft, immer größerer Mobilität, der raschen Entwicklung der Kommunikation, von Integration und Interdependenz, Migrationen großen Ausmaßes, Urbanisierung und grundlegenden Umwandlungen sozialer Strukturen. Obwohl die meisten Menschen nach Sicherung und Frieden streben und ein gemeinsames Ziel haben, nämlich die Sicherung und Erhaltung harmonischer Beziehungen, gibt es überall in der Welt Intoleranz und Konflikte. Das ist kein nationales, sondern ein globales Problem.

Toleranz ist eine Haltung gegenüber anderen wie auch gegenüber sich selbst. Der Mensch muss die innere Überzeugung von der Notwendigkeit toleranten Verhaltens haben. Sie ermöglicht eine relativ konfliktlose Integration der verschiedenen Mitglieder in die Gesellschaft und ermöglicht eine Weiterentwicklung der eigenen Persönlichkeit durch das Kennenlernen von etwas zunächst Fremdem und Neuem. Wir können jedoch von einem Paradox sprechen: Einerseits verstehen die meisten Menschen die Notwendigkeit der Toleranz, andererseits erfährt die Idee der Toleranz in der letzten Zeit immer häufiger negative emotionale Reaktionen. In der «Erklärung von Prinzipien der Toleranz» von der UNESCO 1995 heißt es unter 1.1:

«Toleranz bedeutet Respekt, Akzeptanz und Anerkennung der Kulturen unserer Welt, unserer Ausdrucksformen und Gestaltungsweisen unseres Menschseins in all ihrem Reichtum und ihrer Vielfalt. Gefördert wird sie durch Wissen, Offenheit, Kommunikation und durch Freiheit des Denkens, der Gewissensentscheidung und des Glaubens. Toleranz ist Harmonie über Unterschiede hinweg. Sie ist nicht nur moralische Verpflichtung, sondern auch eine politische und rechtliche Notwendigkeit. Toleranz ist eine Tugend, die den Frieden ermöglicht, und trägt dazu bei, den Kult des Krieges durch eine Kultur des Friedens zu überwinden.»

Unter dem Punkt 1.2 steht:

«Toleranz ist nicht gleichbedeutend mit Nachgeben, Herablassung oder Nachsicht. Toleranz ist vor allem eine aktive Einstellung, die sich stützt auf die Anerkennung der allgemeingültigen Menschenrechte und Grundfreiheiten

anderer. Keinesfalls darf sie dazu missbraucht werden, irgendwelche Einschränkungen dieser Grundwerte zu rechtfertigen. Toleranz muss geübt werden von einzelnen, von Gruppen und von Staaten.»

Menschen, die dem Anspruch, sich tolerant zu verhalten, skeptisch gegenüberstehen haben Angst, dass nur Fremden Rechte zugestanden werden, ihnen jedoch nicht. Es geht jedoch darum, dass eine professionelle, psychologische und pädagogische Bildung zur Gestaltung des toleranten Verhaltens, des Denkens, der Weltanschauung notwendig ist.

Ich möchte Toleranz hier definieren als eine aktive moralische Position und die Bereitschaft zur Verständigung mit Menschen aus einem jeweils anderen kulturellen, nationalen, religiösen oder sozialen Umfeld. Dies ist das wichtigste Prinzip der Existenz der Zivilgesellschaft (Vodneva, Donina, Scherajina, 2016).

Auch in Russland ist das Thema «Toleranz» von Bedeutung. In meiner wissenschaftlichen Arbeit wird die Toleranz jedoch nicht als Phänomen an sich untersucht. Der Schwerpunkt meiner Untersuchung liegt auf der Notwendigkeit, dass Manager sich in der Beziehung «von Mensch zu Mensch» tolerant verhalten. Toleranz ist aus meiner Sicht die wichtigste Eigenschaft eines professionellen Akteurs in Berufen, in denen zwischenmenschliche Beziehungen eine große Rolle spielen – dazu gehört der Beruf des Managers. Der Manager kann in fast allen Bereichen der Wirtschaft arbeiten, in kleinen privaten Unternehmen bis hin zu den größten staatlichen Strukturen und Organisationen.

Mein wissenschaftliches Interesse ist auf die Analyse der professionellen Vorbereitung zukünftiger Manager gerichtet. Es wurde der russische «Föderale Staatliche Standard» (2015) der Ausbildung in der Fachrichtung «Management» untersucht und der Standard zum «Beruf eines Organisationsmanagers». Aus diesen Dokumenten geht hervor, dass der heutige Manager die Arbeit anderer Mitarbeiter organisieren, effektiv mit Kunden kommunizieren und Konflikte beilegen können soll.

Klimov (1997, S.66) nennt die wichtigsten beruflichen Eigenschaften des Managers, darunter sind Fachkompetenz, Kenntnis der Technik und der Technologien der Industrieproduktion, Kenntnisse der Wirtschaft und des Rechts, Kenntnisse der Psychologie und der Pädagogik, Kenntnisse der Administration, Fähigkeit, selbständig und rechtzeitig richtige Entscheidungen zu treffen.

Die Analyse der genannten wissenschaftlichen Studien zu den notwendigen professionellen Eigenschaften der modernen Manager erlaubt es zu behaupten, dass auch moderne wirtschaftliche, politische, soziale und ande-

re Faktoren die berufliche Tätigkeit des modernen Managers beeinflussen. Heute ist es wichtig, nicht nur höhere Gewinne zu erzielen, sondern auch die Konkurrenzfähigkeit zu erhöhen. Desweiteren sind Teamentwicklung, Förderung von Innovationen, die Entwicklung von Marketing-Strategien sowie die Interaktion mit den Konsumenten bedeutsam. Für das moderne Management sind innovative Prozesse in der Produktion, Verwaltung sowie die Verwendung von neuen High-Informationstechnologien und Hardware typisch. Ein moderner Manager sollte daher professionell wichtige Eigenschaften verkörpern. Nach Schadrikov (1996, S. 66) geht es um «eine Eigenschaft, die die Entwicklung einer erfolgreichen Realisierung der beruflichen Tätigkeit ermöglicht».

Babenko (2005), Gornostajeva (2002), Petruk (2014, S. 19) unterscheiden in der Struktur der professionell wichtigen Eigenschaften des Managers organisatorische, intellektuelle, kommunikative, motivationale und unternehmerische Eigenschaften. 2015 wurde von mir eine Umfrage durchgeführt. An dieser Umfrage haben 102 Studenten, 64 Hochschullehrer und 44 Manager teilgenommen. Das Hauptinteresse war zu erfahren, welche Eigenschaften nach der Meinung der Befragten der moderne erfolgreiche Manager für seine Arbeit braucht. Die Untersuchung hat gezeigt, dass die wichtigsten Eigenschaften eines Managers Organisationstalent und Kontaktfreudigkeit sind.

Einer der wichtigsten Faktoren, die die Tätigkeit des Managers beeinflussen, ist der Ausbau der außenwirtschaftlichen Beziehungen, denn viele Unternehmen haben internationale Partner oder Kunden. Wegen der zunehmenden Migration der Bevölkerung sind die Teams oft multinational zusammengesetzt. Die Fähigkeit gemischte, multinational zusammengesetzte Teams zu leiten und mit internationalen Partnern zusammen zu arbeiten, erfordert vom Manager eine ständige Weiterentwicklung seiner Persönlichkeit. Eine tolerante Haltung gegenüber seinen Mitmenschen gehört dabei zu den professionell wichtigen Eigenschaften. Diese zeigt sich unter anderem in einer konfliktfreien Zusammenarbeit bzw. der Fähigkeit, etwas zur Lösung von Konflikten beizutragen, der Bereitschaft und Fähigkeit zum konstruktiven Dialog, einer positiven Einstellung in Bezug auf zwischenmenschliche und interkulturelle Kommunikation. Die tolerante Haltung basiert dabei auf der Anerkennung der Menschenrechte, der Achtung fremder Wertvorstellungen sowie der Akzeptanz des Anderen – ohne Verzicht auf die eigenen Werte und Normen.

Der Schwerpunkt meines Forschungsvorhabens liegt auf der Frage, was die Hochschule bei der Vorbereitung der Manager für die Entwicklung der

Toleranz als professionell wichtige Eigenschaft tun kann. Eine tolerante Haltung kann sich unter folgenden Voraussetzungen entwickeln:

- Bildung einer korporativen Kultur der Hochschullehrer. Dazu müssen die Lehrenden ausreichend motiviert sein.
- Erhöhung der sozialen Aktivität der Studenten. Diese Aktivitäten können Projekte, Ausstellungen, internationale Projekte, Teilnahme an Praktika usw. sein. Kooperation der Arbeitgeber mit der Hochschule.
- Verwendung von unterschiedlichen Formen, Methoden, Techniken im Bildungsprozess.
- Sozialpsychologische Unterstützung der Studenten und Lehrkräfte.

Toleranz darf in der Hochschule nicht nur gelehrt werden, sondern sie muss von allen auch gelebt werden, von den Hochschulmanagern, den Lehrenden und den Studierenden.

Literatur

- Babenko, O. (2005), Professionell wichtige Eigenschaften eines Managers. Standard des Organisationsmanagers. Moskau. URL: <http://www.e-biblio.ru/> (12.7.2015).
- Deutsche UNESCO-Kommission (1995), Erklärung von Prinzipien der Toleranz. URL: <http://www.unesco.de/infotek/dokumente/unesco-erklarungen/erklaerung-toleranz.html> (10.7.2016).
- Gornostajeva, I. (2002), Entwicklung der professionell wichtigen Eigenschaften der zukünftigen Manager. Brjansk. URL: <http://www.dslib.net/> (12.7.2015).
- Klimov, E. (1997), Psychologie des Fachmanns. Moskau: Aspekt-Press.
- Föderaler Staatlicher Ausbildungsstandard, Fachrichtung 38.03.02 «Management», URL: <http://минобрнауки.рф> (5.7.2015).
- Petruk, G. (2014), Entwicklung der professionell wichtigen Eigenschaften der Manager. International Journal of Experimental Education №1.
- Shadrikov V. (1996), Lehrbuch. Moskau: Logos VSEVED. URL: <http://management-study.ru/management/> (1.7.2016).
- Vodneva S., Donina I., Scherajina R. (2016), Pädagogische Toleranz als interdisziplinäres Phänomen. URL: <http://elibrary.ru/item.asp?id=25291462> (1.7.2016).

Inclusive education

Risk Factors, Risks and Opportunities

LUDMILA VOLOSNIKOVA, GALINA EFIMOVA AND ANDREY TOLSTIKOV

Abbreviations: DS = students with disabilities

PHNS = the students with health indicators, relevant to norm

Inclusive education and diversity are main trends in educational systems at all levels and the frontier of the social sciences throughout the world (Graumann & Pevzner & Petryakov & Shirin, 2015, pp. 24–34). Within scientific publications as well as documents of international organizations, inclusion is considered an alternative to all forms of social exclusion and deprivation (UNESCO 2005, UNESCO, 2008, UNICEF, 2005). In turn, exclusion is seen as a dangerous risk-factor that threatens the peace and stability of the society (Abrahamson, 2001, pp. 158–166, Tikhonova, 2003, p. 36). Inclusive education is included in the Decalogue of the basic civil human rights (Friemann, 1996, pp. 161–172). Diversity and heterogeneity are both seen as a new step in the development of democracy and freedom within education, as well as a democratic virtue (Jónsson, 2016, pp. 78–92). Pedagogic optimism towards inclusion both prevails and inspires.

Inclusive education, which is not only innovative but resourceful and contains significant social benefits, does have some risks and risk factors. Like any kind of innovative activity, inclusive education is being implemented during a turbulent process of modernization of Russian education, resource constraints, and increasing social uncertainty. Significantly increasing diversity within a school reflects the growing diversity of modern societies as well as their corresponding social risks in comparison with the beginning of the twentieth century.

Risk management, specifically the science of risks and risk management, has rested for several decades primarily in the economic and political sciences, but not in the education sciences. Meanwhile, education is very vulnerable to external and internal threats.

The basic terms used to describe the concept of risk and opportunities in the conditions of uncertainty are risk, risk factor, uncertainty, and risk management. The introduction of risk as a category emerged because humanity is not endowed with knowledge of the consequences of their activity that may occur in the future (Madera, 2014, pp. 12–22, Uvarova, 2011, pp.

77–84). The uncertainty of the consequences is an axiom. At the same time, humans are able to, with sufficient intelligence, formulate assumptions concerning the occurrence of certain future impacts that can occur, and these effects can be both positive and negative. If they are positive, this is considered a chance; if negative, a risk.

We interpret the risks in inclusive education as negative effects that may occur in the future under the influence of factors of risk and cause the onset of negative consequences for the actors of education and the education system and society as a whole, including the mismatch of goals and outcomes of inclusive education.

The concepts of «risk factor» and «risk» are related by causality. Risk factors are destructive forces, phenomena and processes that destabilize a system and under certain conditions, are capable of inflicting losses upon another. In contrast to the risks that always relate to the future and have a potential character, risk factors may relate to the present and the future. Risk factor in inclusive education is the source of risks, which leads (or can lead) to negative consequences for the actors of education, the education system, and society as a whole. The risk management process includes the identification, analysis, and evaluation of risks, as well as the impact of risks with for the purpose of reducing, monitoring, and review (ISO 31000:2009).

The International Center on Inclusive Education at Tyumen State University conducted sociological study aimed at identifying the attitudes of university faculty towards to joint training of DS and PHNS. The general results of the study were presented by the authors in several publications (Volosnikova & Efimova, 2016, pp. 433–438, Volosnikova, Efimova, 2016, pp. 30–43). One of the objectives of the study was to identify risks and risk factors inherent within inclusive education, which, in the opinion of the education community, serve as a potential threat to the subjects of the education, organizations and the education system as a whole. We invited all 3876 faculty members of nine universities in Western Siberian Tyumen region, Russia, to participate in the study: State agricultural University of North Ural, Tyumen state Institute of culture, Tyumen state industrial University, Tyumen state medical University, Tyumen state University, Surgut state pedagogical University, Surgut state University, Yugra state University, Nizhnevartovsk state University. We have received 2081 completed application forms. The study was conducted in April–May, 2016. The authors reviewed prior published instruments used to assess attitudes to DP to improve the research's instrument. A survey was carried out through distribution of an email link to the survey. The measurement error is 1, 5% according to the Paniotto formula.

In the study, the authors focused on just one aspect of diversity – inclusion DS to diversify classes.

Of the total number of participants 86% respondents expressed a positive attitude towards inclusive education of SD (answers «positive» – 42%, «rather positive» – 44%); 7% expressed a negative attitude towards inclusive education of SD (answers «rather negative» – 6%; negative 1% and 6% of respondents provided no response to this question.) Of the total number of participants, 89% of respondents formulated positive effects of inclusion for students and for society as a whole, 6% of respondents could not answer the question, 5% of teachers did not see any positive effects of inclusive education.

Respondents were asked to list risks and risk factors, which can be the consequences of joint training of DS and PHNS. Of the total number of participants, 9% of respondents found it difficult to answer the question about the risks of inclusion, 18% moderately optimistic respondents noted no risk, or no significant risks. For example: «The risks of inclusion will be minimal under conditions of sufficient funding and technical equipment of educational institutions, relevant training of teachers, development of special programs, joint purposeful and motivated activities of all employees»; «If the teachers will be competent, the risks will be minimal»; «I do not take any risks at the University!»

The list of key words describing risks of joint training of DS and PHNS includes: 1. conflict – 131 references (6,0%); 2. aggression – 86 references (3,9%); 3. negative – 85 references (3,9%); 4. intolerance – 66 references (3,0%); 5. stress – 49 references (2,2%); 6. ridicule – 47 references (2,1%); 7. difficulties of social adaptation – 37 references (1,7%); 8. humiliation – 22 mentions (1,1%); 9. misunderstanding – 20 mentions (1%); and 10. irritation – 10 references (0,5%).

The responses are structured and grouped into three risks mega-groups: 1) general social risks, 2) institutional and group risks, 3) education actors' risks.

1. General social risks	
1.1.	Risks of reducing the quality of education
1.1.1.	The decrease of the level of requirements towards to educational outcomes
1.1.2	Dishonesty, evaluation of educational outcomes due to the pressure of administrators or to fear of being accused of intolerance
1.1.3	Simplification of educational curriculum
1.1.4	Reducing the pedagogical control towards PHNS

1.1.5	The lack of attention to gifted children
1.1.6	Reducing in the rate of development of PHNS and gifted children
1.1.7	Academic failure of PHNS
1.1.8	Reducing the quality of educational processes because of the ambiguity of the tasks of the teacher
1.1.9	Decline in the quality of applicants in higher education
1.1.10	Willful inclusion (respondents also used the terms «wild inclusion», «formal inclusion», «strong-willed» inclusion
1.2. Risks of the rise of social dependency of the DS and their parents	
1.2.1.	The formation of the stereotype, that «disabled persons are allowed all» as result of «hypertrophied inclusion»
1.2.2.	The abuse of rights and privileges
1.2.3.	The formation of consumer attitudes to society
2. Organizational and group risks	
2.1.	Psychological problems in the group, class
2.1.1.	Conflicts in the group, demoralization, peer rejection harassment, humiliation, insults, aggression, violence
2.2.	Risks formal inclusion, its simulation at the organizational level
2.2.1.	Pressure to administrators from organizational authorities with the aim of providing prosperous indicators
2.2.2.	Pressure school administrators and teachers to provide successful indicators
2.2.3	Conflicts between parents of DS and PHNS
3. The risks to participants in the educational process	
3.1. Risks for PHNS and their parents	
3.1.1	Problems with learning, low educational outcomes
3.1.2	The deterioration of the quality of socialization, behavioral deviations that are the result of processes specified in paragraph 1.1.4, 1.1.8
3.2 Risks for SD and their parents	
3.2.1	Problems with learning, low educational outcomes
3.2.2.	Psychological problems, the stresses as results of the processes listed in 1.1.7, 1.1.8, 2.1, 3.1.1., the formation of the sense of isolation and feelings of inferiority, exclusion, inferiority, as a way to social exclusion

3.2.3.	The deterioration of health indicators, reduced opportunities for professional medical correction of a defect of a student with disabilities
3.3. Risks for teachers of educational organizations	
3.3.1.	The complexity of the teaching work, the threat to teachers' health and their mental and intellectual tension, overload, acceleration of professional burnout. Psychological stress due to the shortage of the communication barriers, lack of experience dealing with difficulty pedagogical situations.
3.3.2.	Increase in the load on the teacher as a result of growing requirements, the need to develop special programs, materials, heterogeneity of the group, overload in general

Table 1: Risks of joint training of DS and PHNS

Respondents were asked to list risk factors of joint training of DS and PHNS. The risk factors list includes:

- Lack of special skills of the teaching staff: of the total number of participants, only 26% of respondents have the skills of joint training for DS and PHNS
- Lack of teachers special training: Of the total number of participants, 92% respondents did not attend any special training on diversity and joint training of DS and PHNS
- Psychological unwillingness: of the total number of participants, only 38% expressed their psychological willingness to joint trainings of DS and PHNS
- Lack of experience: of the total number of participants, 53.1% do not have experience training DS, nor joint trainings of DS and PHNS
- Absence of sufficient funding and technical equipment at educational institutions for inclusive education: of the total number of participants, only 48% suggested availability of funding and technical equipment of »educational institutions for teaching of DS. («yes» – 12,1% and «yes rather than no» – 35.9 %)
- Lack of tolerant educational environment in their organization: of the total number of participants, only 33% believe that their organization has an inclusive educational environment, 24% of respondents believe that there is, but only formally implemented

- Lack of an inclusive culture and tolerant attitude towards persons with disabilities in Russian society, the lack of a cooperation of health systems, as well as lacking social protection and education. Of the total number of participants, 46% indicated that the tolerant attitude of the Russian people towards persons with disabilities has not yet formed, and that part of the society is not ready to inclusion.

Identification of risks and the forecast for future events and processes are one of the main tasks of diversity management, as preventing their negative impacts are challenges to diversity. Understanding of these risks and risk management as a whole is the task of the educational administrators and teaching staff, one requiring significant brainstorming and collaborative reflection. Otherwise, inclusion may establish itself formally and become another simulacrum of Russian education. One of respondents says:

«The main risk in any innovation is the lack of effective system of organization and control of the process; and as a consequence, meaningless formalization of any useful endeavour.»

Chance is an alternative to risk. Diversity is a chance for students with disabilities, who can become socially productive citizens, able to live, interact and be successful.

Literature

- Abrahamson, P. (2001), Social Exclusion and Poverty. In: *Social Sciences and Modernity*, 2001, No. 2, pp. 158–166.
- Friedmann, J. (1996), Rethinking poverty: Empowerment and Citizen Rights. In: *International Social Science Journal*, No. 148, pp. 61–172.
- Graumann, O., Pevzner, M. N., Petryakov, P. A., Shirin, A. G. (2015), Teachers in the world of diversity: leading ideas and the expected results of a new international project. In: *Inclusive Education: Problems and Prospects: Collection of Articles*. Veliki Novgorod, pp. 24–34.
- ISO 31000:2009 «Risk Management – Principles and Guidelines». URL: http://www.iso.org/iso/catalogue_detail?csnumber=43170 (retrieved: 25.9.2016).
- Jónsson, O. (2016), Democratic and Inclusive Education in Iceland: Transgression and the Medical Gaze. In: *Nordic Journal of Social Research*, 2016, vol. 7, pp. 77–92.
- Madera, A. G. (2014), Risks and chances. Decision Making in an Uncertain Future. In: *Management in Russia and abroad*, No. 2, pp. 12–21.

- Tikhonova, N. (2003), The Phenomenon of Social Exclusion in Russia. In: *The World Is Russia*, No. 1, p. 36.
- UNESCO (2005), *Guidelines for Inclusion: Ensuring Access to Education for all*. Paris. URL: <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf> (retrieved: 25.9.2016).
- UNESCO (2008), *Inclusive Education: The Way of the Future*. International Conference on Education, 48th Session, Geneva, November 2008. Link: http://www.ibe.unesco.org/sites/default/files/IE_General_Note.pdf (retrieved: 25.9.2016).
- UNICEF (2011), *Children and Disability in Transition in CEECIS and Baltic States*, UNICEF. URL: <http://www.unicef.org/ceecis/Disability-eng.pdf> (retrieved: 25.9.2016).
- Uvarova, G. G. (2011), Mechanisms of Countering Risks in the Current Environmental Policy. In: *State and municipal management*, No. 3, pp. 77–84.
- Volosnikova, L., Efimova, G. (2016), Faculty Attitudes Towards Students with Disabilities in Russian Universities: A Glance at Western Siberia. In: *EpSBS. IFTE, 2nd International Forum on Teacher Education*, pp. 433–438. URL: <http://www.futureacademy.org.uk> (retrieved: 26.9.2016).
- Volosnikova, L., Efimova, G. M. (2016), Inclusion at the University: Experience of Regional Research. In: *Bulletin of Tyumen State University. Socio-economic and legal research*, vol. 2, No. 2, pp. 30–43.

The authors express their thanks for the support of the research to the two leaders of the project «Aus- und Weiterbildung für Pädagogen und Bildungsmanager im Bereich Diversity» (543873-TEMPUS-I-2013-I-DE-TEMPUS-JPCR), Prof. Dr. Dr. Olga Graumann and Prof. Dr. Mikhail Pevzner.

Theoretical and experimental research into the continuity of educational programmes in the Higher Education System

ANASTASIYA KAZARENKO

The development of the degree structure in higher education is due not only to global trends but also to a number of normative legal documents aimed at the search for a means to solve problems related to the integration of education in Russia into the world educational space, the decline in the prestige of higher education, the inconsistency of the quality of educational services in relation to changed expectations of the customers.

According to the Federal Law on Education in the Russian Federation, No. 273-FZ «The following levels of higher professional education are established in the Russian Federation: higher professional education that is confirmed by assignment of the qualification «bachelor's degree» to the person who successfully passed final evaluation; and higher professional education that is confirmed by assignment of the qualification «specialist» or «master», i. e. specialists' training or magistracy to the person who has successfully passed final evaluation.» [1] Another Federal law «On higher and postgraduate professional education» defines the following normative terms of the acquisition of core educational programmes in full-time higher professional education: four years for the «bachelor» degree; at least five years for the «specialist» degree; two years for the «master» degree. [2]

The directive of the Ministry of Education and Science of the Russian Federation «About the group on the implementation of the Bologna principles in Russia» indicated that this process is associated with the revitalization and coordination of work on the entry of the Russian system of higher education into the European educational space, the expansion of contacts with working groups and other structures of the Council of Europe, UNESCO and other organizations. Analysis of publications on the subject showed that, according to scientists, the role of the master's degree is «to provide a higher degree of specialization and to lay the foundations for future scientific work». [3]

Researchers are also actively studying the issues related to the continuity between bachelor's and master's degree. For instance, I. A. Ignatova explores the motivation for educational activity in students entering the master's course. I.V. Zoroastrova and A.V. Eremina examine issues of em-

ployment of graduates, the characteristics and typology of exit strategies of young specialists on the labour market. Z. V. Bragina and A. E. Suglobov analyse problems of the organization of master's activities and competence implementation in the educational process. E. B. Yastrebova considered issues of ensuring the continuity of the «bachelor – master» in the teaching of specific subjects. However, a comprehensive solution to the question of successfully adjusting the bachelor and master levels of higher education is not reflected in modern Russian academic research.

Let us focus on the term continuity. According to A. K. Mendygalieva, continuity is the category used to refer to a universal, natural, and relatively stable relation between prior and subsequent conditions, structures, degrees of self-evolving systems of material and spiritual reality. Continuity ensures the inclusion of those new elements of content from the past that have not lost their vitality under new conditions and that are able to promote development. [6] Continuity – it is the relation of the preceding and following stages in the process of changing an object, which is based on the preservation of the various parts, properties, characteristics of the object. [7]

The analysis of normative documents and modern research allows us to select one of the criteria to ensure continuity in the higher education «bachelor course – master course» continuum such as *the attitude of graduates to study on a master course*. Intentional «attitude» according to V.N. Mjasishhev is considered as an «integral system of individual, election and conscious relations of identity with the various parties of objective reality. The system expresses identity, personal experience and internally determines its actions and feelings». [8]

An understanding of the graduates' attitude to study on the master course as a system of identity relations with the various manifestations of this reality allows us to distinguish three components of the system: *the motivational-behavioural component* that determines the student's attitude to the development of new activities generated in the master course through his/her actions and deeds in the implementation of the decision on specific tasks; *the emotional component* reflects the orientation of the individual student to develop master student activities through the manifestation of their sentiments, desires and purposefulness; *the cognitive component* involves students' ideas about professional activities (the foundation of which is laid in the process of training in a magistracy) through the combination of their knowledge about it.

The experimental part of this research contains a description of the interviewing and surveys of bachelor students of senior courses at Novgorod

State University (titularly named after Yaroslav the Wise). Interviews and surveys permitted clarification of the findings and identification of the attitude of NovSU graduates towards continuing their studies on a master course.

To identify the attitudes of senior NovSU students towards studying on the master's programme «Educational Management», a questionnaire was developed consisting of 27 questions and it includes four semantic blocks. The first block of questions allowed us to conclude that the sample of respondents was representative enough. The results of the other blocks of questions obtained qualitative and quantitative results for the analysis. The results of the questionnaire are submitted in accordance with the previously discussed intentional «attitude» and selected components: motivational-behavioral, emotional and cognitive.

The detection of the presence of the motivational component was determined by the incentives and motives that drive the respondents during the completion of their tasks after receiving a bachelor's degree, the relationship between their future plans and admission to the master's programme. For 47% of students the main advantage of the master course is the fact that the master course prepares professionals who have plans to be engaged in research activities or teaching at the University. For 42% of respondents it was important that the master course provides specialization in depth and fundamental knowledge in their selected area. 13% of respondents think that a master's degree meets international educational standards. This fact allows graduates with the qualification «specialist» to continue improving their knowledge abroad after training in the master's degree/magistracy. 5% of respondents believe that the master's degree facilitates entry into the postgraduate course and shortens training in it.

The next question was about what caused the desire of graduates to enter a magistracy after receiving their bachelor's degrees. It was found that 43% of students had not thought about entering a master course. The desire of 20% respondents to obtain a master's degree is based on the prestige of being a master. 17% of graduates expect to get a job where a master's degree is necessary according to the requirements of the employer. 12% of students like to learn and acquire knowledge, so they want to continue their education in a magistracy. There were also those students (8%) who listened to their friends' and parents' opinions and that is why they were planning to apply for a master's course.

The emotional component of the attitude of graduates to study on a master course is manifested in the desire to study based on their mood. The

results showed that according to students of Novgorod State University, it's prestigious to continue studying in NovSU master programmes (47%) and even very prestigious (10%).

Respondents were also required to note how obtaining a master's degree can influence their career growth. 35% of students said that acquiring new knowledge on the master course would allow them to be successful in building a career. 25% of respondents believed that they would increase their skill level in their chosen field of study after graduating with a master's degree. 21% of those interviewed strove to develop specialized and unique skills while obtaining a master's degree to give them an advantage in the labour market. For 7% of respondents training in a magistracy is necessary to be able to study in leading specialized companies.

To the question «What skills does the employer value most in new employees?» multiple-choice responses were offered to the respondents (Fig. 1).



Fig. 1: The distribution of students' answers to the question:
«What skills does the employer value most in new employees?»

By cognitive component we understand the manifestation of the students' attitude to study in the magistracy based on the combination of their knowledge about it. One of the objectives of this research is to determine the perception of NovSU students of the position «Head of the Educational Institution», which can be studied upon admission to the master's programme «Educational Management» in the Institute of Continuing Pedagogical Education at NovSU. The majority of respondents (77%) believed that the head of an educational institution is a manager in the field of education, a

person who possesses the skills of self-management for working on project, organizational, scientific-research and scientific-pedagogical activities. For 12% the head of an educational organization is a person who analyzes the sales volume and prepares reports on the results of analysis for presentation to a higher official. 11% of the survey participants thought the head of the educational organization is a person who is able to change the directions of professional activity within the framework of educational management in the field of theoretical knowledge and practice.

Also we were interested in determining the respondents' associations with an estimated position which the graduate of the master's programme «Educational Management» might take up. Interviewed students could choose multiple answers to the question «What does the master of Educational Management work with?» (Fig. 2).

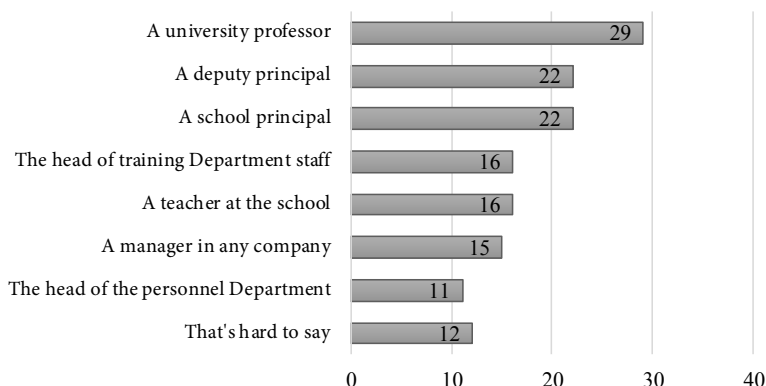


Fig. 2: The distribution of students' answers to the question:
«What does the master of Educational Management work with?»

To the question «What do you think, which of the following competencies are particularly important for the master's programme «Educational Management?» respondents rated the importance of the proposed competencies on a five-point scale, where 0 is not essential and 5 is one of the fundamental competencies. The results of the responses to this question were as follows: according to the survey participants, managers in education should first of all be prepared to make management decisions and to bear responsibility for them, the average score of this competency is 4.03; the ability to manage a group and to work in a team were rated, on average, in 3.95 scores; understanding the foremost trends in educational manage-

ment and the ability to implement them – 3,88 scores; ability to compare foreign educational systems and projects, identifying their common and distinguishing features – 3.72 scores; readiness to systematically use the obtained knowledge and skills – 3.67 scores; and the ability to find creative solutions to common problems and to identify problem situations is valued in 3.22 scores. According to respondents, the competence of proficiency in socio-cultural and intercultural communication is the least important for an educational manager – its average is equal to 2.87.

To sum up, on the basis of the analysis a number of issues were revealed that actualize further study of the bachelors' attitude to continuing their studies on the master course. They are as follows:

- The problem of student acceptance of a two-tier system of higher education is due to students' misunderstanding of the nature and advantages of the two-tier system of higher education;
- Insufficient motivation of students to continue their studies after the baccalaureate (the emotional depletion students) must be seen in connection with the lack of continuity in undergraduate and graduate programmes of different profiles;
- The lack of awareness of bachelor senior students about master programmes (field of study, training emphasis, the prospects of obtaining a master's degree, etc.).

The study does not exhaustively examine the entire problem, but it allows us to support, on the one hand, the tendency to the strengthening of a motivational component in the attitude of graduates to studying on master courses, and, on the other hand, to establish the great importance of targeted promotion activities in master's degree programmes, including the awareness of bachelor senior students. All of the above leads to the necessity for a strategic plan to ensure continuity between educational programmes at different levels of higher education.

References

- [1] The federal law of the Russian Federation «About education in the Russian Federation», 29.12.2012 No. 273-FZ; edition of 23.3.2015. [Electronic resource]. – Access mode: URL: <http://base.garant.ru/70291362>

- [2] Yastrebova E. B., Ensuring continuity in the teaching of foreign languages: bachelor – master // Bulletin of MSLU. 2015. No. 14 (725). p. 128–138.
- [3] Federal law of the Russian Federation «On Higher and Postgraduate Professional Education» (rev. and ext., com. into force on 1.2.2012) [Digital resource]: The Federal Law of 22.8.1996. No. 125-FZ (ed. by 3.12.2011). URL: http://www.consultant.ru/document/cons_doc_LAW_121834
- [4] Donina I. A., Sheraizina R. M., Problem-diagnostic analysis development of schools as a non-profit general education organization // Bulletin of the Novgorod State University, Ser.: Pedagogical science. 2015. No. 5 (88). p. 36–40.
- [5] Alexandrova V. M., Sheraizina R. M., Trends in the reform of teacher education in a classical University // ChiO. 2011. No. 2. p. 8–12.
- [6] Mendygalieva A. K., The problem of continuity in development (Philosophical aspect) // Bulletin of the Chelyabinsk State Pedagogical University. 2009. No. 3. p. 107–118.
- [7] Oreshkina A. K., The formation of teaching systems for higher pedagogical education in the conditions of continuity of the educational process of lifelong education // lifelong Education: continuous education for sustainable development. 2007. No. p. 275–278.
- [8] Myasishchev V. N., Personality and neuroses. – L.: Publishing house Leningrad University, 1960. 210c. p. 147.

How teachers can work with parents in terms of educational integration

MARIYA SHEREMET AND OKSANA HNOYEVSKA

With the globalization of information and communication, innovation processes are developing very rapidly. Teachers need new knowledge and training at the same time. Their innovative activity is one of the strategic directions in education and the work of modern institutions must be in sustainable development, as trends are formed in this activity, defining the face of modern education.

Advanced training for teachers promotes the growth and improvement of professional skills. Teaching activity is always searching for new forms, methods, technologies and tools. No matter what this process is called, it is infinite and is always expected, if not demanded by the education system.

Educational integration provides not only for the active involvement and participation of children and adolescents with special needs in preschool institutions and school, but what is more important, for the restructuring of the whole process of education as a system for the educational needs of all children. Since the early 1990s some educational institutions in the Ukraine have started to work in integration mode, but systematic implementation of integrated education has not happened to date.

Educational integration, according to V. I. Bondar, is the process and result of the inclusion of children with special needs and children who do not have such disorders, all learning and living together in one class of secondary school. According to the needs and opportunities of each child, a teacher in this class provides guaranteed support for those who need it with the participation of other experts (remedial teachers), following a personality-oriented approach to their learning activity. The basis of this study are those principles which rule out any discrimination against children, ensuring equal treatment for all and creating inclusive conditions for children with special educational needs. These principles are directed at supporting these children in education and helping them to achieve the success that will give them a chance and an opportunity for a better life. The integration of children in local schools is a process in the development of comprehensive education, which provides accessible education for everyone, including children with special educational needs (Bondar, 2010, p. 39–42).

Children with special needs live and develop in a family context. Here, any events which involve one family member, necessarily affect everyone. Family relationships can be interpreted as a system of four concepts: the sub-system, cohesion, adaptation, communication.

Each family can be divided into four subsystems:

- Marriage (husband – wife)
- Parents (parents – child)
- Siblings (brother – sister)
- The extended family (extra-family) – interaction with friends, professionals.

Families who have weak boundaries between sub-systems are strongly intertwined. They are characterized by hyper-care and hyper-involvement of family members in the life of each other. Families which bring up a disabled child feel a strong fear of independent actions by the child. This fear prevents development of his/her abilities to live and act independently.

Adaptation is associated with the capability to make a decision in a stressful situation. Rigid families have difficulties in adapting to new situations which are linked with the need to care for a child with special needs.

Communication problems arise in the process of people interacting. Family members frequently consider the child with special needs as the major cause of all their problems. They should not be blamed for such thoughts. They need help understanding problems which cannot be solved by such a simple cause-effect explanation.

Parents of children with disabilities should be prepared for the child's upbringing in the family. It requires much spiritual and physical strength. Parents need to care lifelong about the physical health, peace of mind and optimism of their children. It is important that the words and actions of parents are always an example for a child. Mistakenly, parents think that children with special needs do not understand much, but it is not true. First of all, parents do need to fulfil all the promises they make to the child.

Unfavourable conditions for child development can also exist or arise in the childhood institutions which a child attends. In such a case, it is necessary to consult a psychologist and/or psychotherapist of this institution. The main thing is that each child should be treated with respect, regardless of his/her mental abilities. The primary rule of family upbringing is the prevention of an uncomfortable state, excitement, fear or anxiety. These children should be treated quietly, equally, in a friendly way, meaning that

many of them have health problems and need care and treatment by a neurologist or even psychiatrist.

Educational integration as a process of teaching children with special needs in educational institutions of a comprehensive type is now in the spotlight. This is because integrated education is widely distributed in the Ukraine, but this process has been and still is spontaneous. At the same time, a personality-oriented approach to education content and teaching methods is a legitimate condition for its successful development and implementation. In this sense, such training can be effective for some children with mental and physical disorders, where there is a correspondence to the normal age level or close to it. Obviously, this does not apply to children with mental disabilities. This category of children can only stay in certain educational institutions, but still have common leisure activities and events with children who do not have disorders in their development. Educational integration is not a new issue in the Ukraine. There are a lot of children with special needs in kindergartens and schools. This category of children is extremely heterogeneous. Conventionally, there are several groups of such children:

- undiagnosed children (they visit comprehensive institutions due to the fact that their deviations in development have not yet been revealed);
- children, whose parents know about deviations in the child's development, but, for some reason, insist on the education of their children in comprehensive, but not specialized educational institutions. Studies conducted at the specific wish of the parents, without expert opinion, are only available for a small number of children. A few years after «such a study» more and more of these children fall behind other young people of their age, join the ranks of the «unsuccessful» and are eventually transferred to specialized (correctional) educational institutions or completely «drop out» of the education system;
- children, who attend special groups and classes in kindergarten and schools. The education, training and upbringing of such children is carried out on the basis of their peculiarities in development;
- children prepared to study among healthy peers as the result of prolonged corrective work done by doctors, teachers and parents. However, these children also need professional and differentiated support.

The principle of integration is also at the centre of the education and training of children with a severe intellectual deficiency, including Down syndrome. Currently, it is believed that the opportunities of these children were underestimated in the past, and that it is actually possible to achieve great success in education and training.

This is partly thanks to early intervention programmes for children with development delays, one of which is «Small Steps», introduced by Macquarie University (Sydney) and translated and adapted by Mastyukova, H. M. Such programs are designed to work with children at risk, from the third day after birth. Particular attention is given to parents in these programmes, who work with their children under the supervision of a specialist. In this regard, the interaction of parents and professionals becomes closer and begins in the first days of a child's life (Malofeyev, 2005).

When deciding on the education of children with special needs in terms of integrated education, several indicators should be taken into account. They can be divided into internal and external. External indicators include the circumstances which provide education and development for a child and his/her compliance cognitive abilities and needs. Internal indicators include mental and physical factors and the speech development level.

The external conditions which ensure the effective education of children with special needs are:

- the early detection of development disorders and the inclusion of children in a remedial education system;
- the willingness of parents to share the child's education with healthy children and a willingness to create a developmental environment in the family;
- the willingness of society to support the integration processes, their implementation and the interaction with persons with disabilities;
- the creation of organizational and educational conditions hand in hand with psychological comfort in a new environment in secondary school.

The internal conditions which ensure the effective education of children with special needs are:

- the correspondence between mental and physical factors and the speech development level (sufficient or approaching the norm);
- the presence of special conditions in the institution to reach the educational standard in the allotted time;

- psychological and functional preparation of the child for education in a comprehensive school.

The implementation of external and internal factors of child development can be successful in a case when the parents of such a child are included in the remedial process organized by a group of different experts – a psychologist, remedial teacher, speech therapist, social education teacher. Their competencies include not only the stimulation of the child's development, but also stimulating, as far as possible, the parents' responsibility for the care and upbringing of their own baby and their inclusion in active work with the children.

The main idea of the concept of family education is to achieve the harmonious development of a child with special needs, to enable the maximum development of the child's and each family member's potential, and thus to permit the successful integration of both child and family into contemporary society.

An investigation of staffing in integrated education shows that, notwithstanding some disadvantages, there are some advantages which may cause negative dynamics in child development, if pedagogical support of the child's education and development is not organized in the family. The main purpose of this support is to help parents to gain skills of correct interaction with the child, to learn techniques and methods of correction and to estimate their pedagogical impact to achieve more freedom and independence in the child and family as a whole. All this needs the assumption of huge responsibility by the parents. They should be active participants in the educational process and that requires special training.

On the basis of these insights we have developed an advanced teaching programme module *Systematic work with teachers and parents in terms of educational integration* (72 hours). It is designed for managers and specialists in the Department of Education, educational institutions, teachers, remedial teachers, parents, psychologists and people working in integrated education.

The implementation of the programme content is provided by a module structure with the following main principles:

- *consistency and continuity*, that characterizes advanced training for educators as a complex interconnected system focusing on achieving a specific goal;
- *a competence approach*, which provides guidance on professional experience, personal and professional development;

- *mobility*, efficiency in upgrading topics of this course taking into account the future nature of the training activity.

An important aspect in establishing professional competence in the systematic work with teachers and parents in terms of educational integration is the practically-oriented content and forms of organization of the training courses. In order to receive feedback from the trainees, input, intermediate and output questionnaires were developed. Along with the traditional forms of course activity (lectures, seminars, workshops etc.), we plan to use multimedia technology, providing discussion and approbation of difficult situations (of a personal and professional nature), which have been developed in practice and demonstrate the optimal strategy for decision-making. During discussion, the alternatives of the participants are detected in similar situations, and algorithms of how to solve problems are developed. All these show the relevance of discussing problems in the integrated educational process. The presence of this factor contributes to including and using the teacher motivational-semantic component in the acquisition of professional competence while working with parents bringing up children with special needs.

The programme consists of four modules:

1. *State policy in the field of educational integration* – this module includes the following issues: analysis of the history of integrated (inclusive) education in the world, identification of problems and ways of their solution, the study of modern concepts of integrated education, a review of legal documents connected with questions of the education and training of children with special needs;
2. *The theoretical and methodological basis of family education* – this module contains theoretical aspects of the education of children with special needs in the family, a list of problems connected with the reduction of the educational role of family; it develops the necessity of pedagogical education for parents of children with disabilities and special needs, as, within the family, a psychological conflict often occurs, when family members start to feel no result or low effectiveness of their educational efforts. In this context, work between teachers and parents is not only the aim but a means and method of the maximum possible approximation of a child to the rules of mental development and health, socialization and adaptation. Also the main causes which lead to misunderstandings between teachers and parents are considered.

3. *Modern technologies in the family education of children with special needs which contribute to effective education, social integration and adaptation of the child to an integrated educational environment* – this module consists of two sections:

- Section I – modelling pedagogical support and assisting parents who bring up children with special needs; disclosure of the main stages of the teacher's work with parents; study of the peculiarities of child development and the choice of educational route, learning difficulties which are faced by parents in the education of their children, as well as prevention, early detection and early provision of complex care to children with special needs and pedagogical support in the upbringing by their parents.
- Section II – the exploration of organizational and content forms of educational assistance for parents who bring up children with special needs: learning of educational assessment and counselling of parents who have such children, familiarizing them with the technologies of interaction between experts in the organization of educational activities for parents in an integrated environment.

4. *The acquisition of teachers' organizational and methodological competences, accompanied by parents bringing up children with special needs in an integrated environment* – this module consists of two sections:

- Section I – includes an overview and analysis of scientific-methodological and theoretical sources of collaboration problems between teachers and parents who are bringing up children with special needs. There are issues of planning, equipment in classrooms and holding of contests, training teachers through methods work, seminars, online conferences, forums, in research, course design etc.
- Section II – deals with the organization of work between teachers and parents in terms of integrated education – their independent work is to develop scenarios for parents' meetings, open house events, festivals and entertainment, outdoor activities for parents, designing information stands, familiarizing students with the authors' programmes, e. g. «The family communication club», «The parental skills class» etc. Prospective planning of work between teachers and parents, coordination of work on self-education are also included. Evaluating of the effectiveness of multidisciplinary

support for children with special needs in the educational institution is discussed. The main directions of interaction and efficiency-monitoring technology between specialists, teachers, parents and administration within educational institutions supporting integrated education are characterized.

The implementation of integrated education is directly related to the existence of an established system of early care in the country. Only those children who received early comprehensive care showed a level of achievement which enabled most to study in a further educational environment. So, the social environment, full of a rich variety of contacts, is very important. And parents are the main assistants for their children.

Teachers supporting parents with such training have to deal with parents who are at different stages of their children's adaptation. It is important to know how far parents are willing to discuss their situation with other adults, how they relate to integrated education, what their expectations are, if they are ready to cooperate with psychological, medical and teaching staff.

The same attention should be given to parents of healthy children and to their fears and doubts with regard to learning in common. Parents express their concern about inherited features (in speech and behaviour) and the insufficient preparation for comprehensive school. To prevent such attitudes, teachers should deliberately promote the removal of barriers and organize the cooperation and interaction of parents whose children have different cognitive abilities.

The procedure for the allocation of key provisions is at the basis of programmes for teachers planning action, focusing on the participation of parents:

- Parents should be encouraged to acquire new or improve existing skills, which contribute to the development, education and training of children. It is important for educators to actively involve parents in cooperation and constructive partnership in education.
- Parents must find time to implement the programme of their child's development if that part is especially important to them. The consciousness that it will fit their own needs, interests and requirements will promote the development of their child.
- They should follow the teacher's recommendations in that case, if these recommendations are oriented towards the child's personality.
- Parents should be involved in creating a programme if teachers have a sincere and respectful attitude towards them.

- Parents should be involved in the implementation of training and development, if they are prepared to work with specially trained teachers, using the most appropriate methods.
- Parents, like children, have their needs and interests. So, you should not expect that all the parents will attend group sessions whose topics do not meet their needs.
- As soon as parents acquire knowledge and skills about the development, education and training of children, the teachers' help and support decrease, but the parents' activity level increases. It is the evidence of professional competence.
- Teachers who train parents must follow such requirements:
 - training for parents should be focused to the maximum and intensive;
 - preparation can be carried out both in an integrated educational institution and at home;
 - parents need to face educational objectives which are realistic and feasible for implementation;
 - teachers should use a continuous feedback system that will allow them to supervise the educational process;
 - the language of the teacher should be simple; presentation of material, instructions and explanations should be clear and understandable without the usage of difficult professional terms.

Our program *Systematic work with teachers and parents in terms of educational integration* aims at developing teachers' competence, systematical thinking, strategic vision and the need for innovation. It emphasizes the effectiveness of psycho-pedagogical techniques to solve the problem of educational integration in the minds of the family members and the whole society.

References

- Бондар, В. І. (2007) / Bondar, V. I., Неуспішність у навчанні учнів молодшого шкільного віку та умови їх подолання. В: Педагогічні і психологічні науки в Україні: 36. наук. пр. до 15-річчя АПН України у 5 томах // Т. 3: Психологія, вікова фізіологія, дефектологія. Київ: Педагогічна думка, 2007, с. 285–296 (Academic failure in education of pupils of primary school age and conditions to overcome it). In: Pedagogical and Psychological Sciences in The

- Ukraine: Collection of papers dedicated to the 15th anniversary of the Academy of Pedagogical Sciences of The Ukraine in 5 volumes // vol. 3: Psychology, Developmental Physiology, Speech Correction. Kyiv: Pedagogichna dumka, 2007, pp. 285–296).
- Бондар, В. І. (2011) / Bondar, V. I., Інклюзивне навчання та підготовка педагогічних кадрів для його реалізації. В: Науковий часопис НПУ імені М. П. Драгоманова. Серія 19. Корекційна педагогіка та психологія. Вип. 15, 2010, с. 39–42 (Inclusive education and training of teachers for its implementation. In: Scientific Journal of National Pedagogical Dragomanov University. Series 19. Correctional Pedagogy and Psychology. vol. 15, 2010, pp. 39–42).
- Бондар, В. І. (2011) / Bondar, V. I., Інклюзивне навчання як соціально-педагогічний феномен. В: Рідна школа, №3, 2011, с. 10–14 (Inclusive education as a social and pedagogical phenomenon. In: Ridna Shkola, №3, 2011, pp. 10–14).
- Игнатова, И. А. (2008) / Ihnatova, I. A., Как помочь родителям организовать конструктивное взаимодействие с ребенком. В: Воспитание школьников, 2008, №1, с. 93–176 (How to help parents organize constructive interaction with a child. In: Schoolchildren education, 2008, №1, pp. 93–176).
- Игнатова, И. А. (2012) / Ihnatova, I. A., Педагогическое сопровождение родителей в воспитании детей с особенностями развития. Москва: АПК и ППРО, 2012, с. 2–8 (Pedagogical accompaniment for parents who educate children with special needs: Moscow: APK and PPRO, 2012, pp. 2–8).
- Малофеев, Н. Н. (2005) / Malofeyev, N. N., Западноевропейский опыт сопровождения учащихся с особыми потребностями в условиях интегрированного обучения. В: Дефектология, 2005, №5, с. 3–18 (Western European experience in supporting students with special educational needs in the context of integrated education the report of the European Agency for development in special needs education. In: Defectology, 2005, №5, pp. 3–18).

Cultivating readiness in future teachers for self-education and self-improvement through the individualization of their professional training

SVETLANA KHATUNTSEVA

Formulation of the problem

The key to the economic growth of a country is the availability of highly qualified human resources. Modern education is in search of new forms and methods of training for competitive professionals. The success of educational reforms to some extent depends on the professional training of teachers. Scientific, technological and social progress as well as the spiritual development of our society, the intensive growth of students' needs, the diversity of their interests makes the future teacher constantly seek to improve himself/herself. The effectiveness of training depends on the willingness of a future teacher to master new things, e.g. the skills of logically defending an opinion, a readiness for change. Future teachers should be prepared to learn not only to gain knowledge but also to seek and find new opportunities to put their ideas into practice, to take on consciously the responsibility for their own decisions, to assess adequately the realities of life. Considering the challenges of the information age and the new standards of higher education, the future teacher should be prepared for continuous professional self-improvement.

Analysis of recent researches and publications

In numerous works of Ukrainian researchers (O. Bezpalko, N. Volkova, V. Grinyova, V. Lozova, A. Trotsko and others) and foreign scholars (T. Burlakova, I. Hanchenko, N. Kuzmina, V. Oskolkova, D. Raven and others) important aspects of future teachers' training are determined. In the past decade the interest of scientists in the problem of the professional self-development in future professionals has increased. The basic research into the theoretical and methodological principles vis-à-vis future engineers preparing for professional self-improvement in technical universities was carried out by O. Ignatyuk. The different aspects of future teachers' self-improvement have been studied by Kosholap A. (pedagogical conditions of future teachers' training for physical self-improvement), A. Krohmal (needs in

the professional self-improvement of students in higher technical schools), L. Sushchenko (stimulation of professional self-improvement in primary school teachers), I. Sklyarenko (professional self-improvement in the training of future music teachers), T. Severina (value determination of students' personal self-perfection in the educational process of higher educational institutions), V. Korobeynik (the pedagogical conditions of values-based self-improvement in the training of future teachers of physical education) and others. The issue of individualized learning is dealt with in the scientific works of V. Sukhomlynsky, M. Danilov, M. Skatkin, T. Ilyina. The question of the individual approach in teaching is investigated by O. Pechota, V. Eremeeva, E. Rabunsky, I. Unt and other scientists.

The study of scientific and pedagogical sources for future teachers' self-improvement shows that in the scientific field an extensive theoretical and methodological basis has been established, outlining the conditions for a focused understanding of the problem. However, the relationship between the cultivation of students' readiness for self-improvement and an optimal choice of forms and methods of educational impact, as well as training according to the idiosyncrasies of personality for the development of potential opportunities for future professionals remains poorly studied.

This issue is today still very important for modern higher education and calls for new scientific studies of the cultivation of readiness in future teachers for self-improvement in the individualization of professional training.

Thus, **the aim** of this paper is to study the nature of the problem of the cultivation of future teachers' readiness for self-improvement in the individualization of professional training.

The main **objectives** are: to analyze the modern scientific and theoretical basis of the problem of this cultivation and to describe the essence of the problem.

Methods: analysis, comparison, systematization and generalization of the psychological and teaching literature in respect of the researching problem; analysis of own activity; method of the analysis of definitions – to designate the essence of the problem of the above cultivation.

Core material and research results

Self-improvement is an object of study in various sciences – philosophy, sociology, psychology and pedagogy. The works of psychologists suggest that self-improvement of a personality involves deliberate changes, self-correction, self-regulation. Self-improvement is not possible without an aware-

ness of the need for it. Therefore, to understand the essence of the self-improvement process it is necessary to consider the notion of self-consciousness. The analysis of scientific works shows that most scientists consider self-consciousness to be the ability of a person to understand his individual needs, interests, values and motives, and to assess his own capabilities. A. Krokhmal, studying the genesis of self-consciousness, suggests it has four basic levels: 1) direct-sensual (an individual reflects on himself as an existing body, an actual beginning, where a sensual level of consciousness is formed); 2) complete personal or personified (the development of the reflection mechanism of the psyche on his personal starting point, own emotional states, perception of himself as an active, internally unified being; 3) intellectual and analytical, i. e. reflective (level of consciousness characterized by the ability to be aware of own cognitive processes, theoretical forms and methods of own activities, which the subject perceives and comprehends; 4) activity-oriented, which is the highest level of a personality (contributes to perceived self-regulation and self-expression, conscience is a system of meaningful self-determination in a subject) [5, c.15–16]. In understanding the process of self-improvement, scientists give a particular importance to subjective experience of activity (A. Zakharova). It helps in self-knowledge, learning, self-determination, overcoming barriers in the development of the individual [5, c. 17]. Thus, the process of self-improvement of a personality is based on consciousness of the self, it is not easily sustainable and includes the presence of certain barriers which are overcome successfully and involves self-change (as an attribute of self-development). The realities of today dictate deconstruction, they change stereotypes, ideas and bring new meaning to the context of modern education. Therefore, features of a competitive teacher are openness to change, innovative thinking, the ability to choose creative approaches to achieve positive results. The rapid changes of today's reality are a favorable «realm» for self-development and the self-change of future teachers. Self-changing is seen as a process, the highest form of personality change (O. Kirichuk, P. Lushin and others) and as the quality of the individual (V. Davydov, V. Zavirykha, S. Maksimenko and others). Such aspects and approaches are mutually complementary. Analyzing the views of scientists, we can summarize that self-changing is interpreted firstly as a display of the mental activity of a personality, self-activity (M. Boryshevskyy); secondly, as a complex feature of a personality, the constructive display of adaptive and non-adaptive activity aimed at self-initiated changes, changes of own mental qualities and behaviour (D. Lushchykova) [6, p. 9]. So self-changing involves the activity of improvement by one's

own efforts, making some specific efforts. The personality in the process of self-changing involves inconsistency between the actual and desired, so the personality has to overcome certain difficulties, barriers to improve oneself. Thus, in the context of our study, it is appropriate to talk about pedagogical barriers, which appear during the cultivation of readiness in future teachers for self-improvement. We believe that the readiness in a future teacher for self-improvement is formed on the basis of self-education, self-professionalization and self-development.

We consider self-improvement in a future teacher as an active, systematic, goal-directed activity aimed at achieving his personal and professional potential in accordance with the requirements of educational activity in the process of self-education, self-professionalization and self-development. The success of this process depends on the active self-awareness and the perception of the individual himself as the subject of pedagogical activity.

We define readiness for self-improvement as the integrated, dynamic formation of a future teacher's personality which involves his self-development and self-realization by overcoming barriers of self-education and self-professionalization; the result of his training based on the formation of motives in professional self-improvement, based on theoretical knowledge (about self-development, nature, methods and techniques to overcome barriers of self-education and self-professionalization); practical skills for self-development, overcoming barriers of self-education and self-professionalization; professional and personal qualities (dedication, aspiration to self-improvement, educational qualification), reflection and self-esteem. Discovering the self is an impulse for the cultivation of readiness in future teachers for self-improvement in the individualization of professional training.

It is important to give some proof of our capacity to distinguish the barriers of self-education and self-professionalization in studying the problem of the aforesaid cultivation.

We determine the following components of readiness in future teachers for self-improvement as motivational (interest, the need for self-improvement, value attitude to the readiness for self-improvement); cognitive (knowledge of self-improvement, ways of implementing this knowledge in the professional activity of a teacher, nature, methods and techniques of overcoming barriers of self-education and self-professionalization); operational-active (a set of skills of self-improvement, overcoming barriers of self-education and self-professionalization); personal and reflective (professional and personal qualities, reflection, self-esteem).

Essential changes taking place in the process of self-improvement give birth to certain requirements, values, feelings, life orientations, behaviour peculiarities and they are an integrative indicator of a self-changing personality. New circumstances, events set the stage for students to (re)view their own attitudes, beliefs, stereotypes. Self-changing involves a future teacher's critical assessment of new experience, expanding a worldview pattern, the interpretation of events, a creative rethinking of knowledge and practical skills. Qualitative self-changes grow in self-creation. Self-creation of a personality involves understanding the need for self-improvement, own opportunities, the selection of priorities in life, communication with the environment.

Thus, an analysis of psychological and pedagogical research has shown that self-improvement of a personality is closely connected with the uniqueness of the individual and with self-creation, qualitative changes, and then – with creative self-development. Having studied the works of V. Grynova, S. Zolotukhina, O. Ignatyuk and other scientists, we conclude that the researchers consider self-development as a fundamental human capacity to become and be a true subject of his life, to transform one's own livelihood as an object of practical transformation [4]. O. Pechota proves that the most important element of professional activity is self-development and interprets it as a specific teacher's self-organization of his personal educational and developmental space in which he acts as the subject of his professional education, training and development, where his mastery and approval of the content and technology of modern education take place along with the development of an individual creative professional style [9]. Having studied the problem of self-development, O. Ignatyuk A. [4] carried out an analysis of works by K. Abulkhanova-Slavskay, N. Borytko, E. Isaev, V. Maralov, L. Mitina, L. Rybalko, V. Slastonin, I. Sharov and others and came to the conclusion that this problem has several essential characteristics: firstly, self-development is an internal process of self-transformation of a person under the influence of internal contradictions; secondly, it acts as a form of human reaction to the effect of social environment; thirdly, it appears in the activity, cognition and qualitative changes in himself/herself and own activities; fourthly, it is a goal-oriented process in which changes occur in the motivational, emotional, volitional and intellectual spheres and in the processes of «self-exaltation». Justifying the nature of the process of self-development, the researchers point to the continuity and dynamism of the process of setting and achieving specific goals by a person changing his/her own activity, and also indicate the external display and internal reorganiza-

tion of the individual [4]. We consider the definition given by S. Yelkanov [3] to be valuable for our research. He states that professional self-development is a process of integration of external professional training and inner movement, the personal development of a man. Inner movement brings about self-development implementation, while exterior movement gives only the content, forms, schemes. Thus, the path of a future teacher to self-improvement is through self-changing and self-creation, where the future teacher faces certain difficulties, obstacles, barriers.

In science there is no consensus on the understanding of a pedagogical barrier. Based mainly on psychological positions, educationalists determine a barrier as a phenomenon that limits the individual's cognitive capabilities, hindering the educational process (O. Barvenko); peculiarities of the student's psyche which prevent the formation of productive mental models if neglecting them (A. Pylypenko); obstacles that block the actualization of the skills which are formed (N. Gubareva); student difficulties that reduce his/her activity and lead to dissatisfaction with the educational process (T. Verbitskaya). L. Yaroslavskaya defines the notion of «pedagogical barrier» as a complex, multiple-aspect, pedagogical phenomenon, caused by factors both internal and external which is inherent in all subjects of the educational process, and which, as a result, prevents, inhibits, reduces the efficiency and successfulness of this process [15]. Thus, the researchers record negative functions of a pedagogical barrier. Other scholars see in this phenomenon a positive thing - the role of development (V. Antoniuk, O. Barvenko, I. Glazkova, A. Markova, R. Shakurov). Thus, A. Markova defines indicator barriers and focuses on their stimulation and mobilization role. According to V. Antoniuk, barriers perform a catalyst function, they activate the activity, they force us to make greater efforts and not to stop, to reveal shortcomings in the early stages of an intention and to seek more effective options [1]. In her works I. Glazkova proves that a pedagogical barrier is, on the one hand, a complex pedagogical phenomenon that prevents, inhibits, reduces the effectiveness and successfulness of the educational process (negative functions) and therefore it requires prevention, and, on the other hand a pedagogical barrier is a means that stimulates, motivates and increases the effectiveness of activity of subjects in the educational process (positive functions) by overcoming this barrier [2, p. 59–60]. The author speaks of the development potential of a pedagogical barrier and considers the latter as a pedagogical means that stimulates the individual. Analyzing educational activity, the researchers believe that its success depends on the availability of cognitive barriers, the overcoming of which provides the de-

velopment effect of studying. For the mental development of the individual it is necessary to identify the difficulties faced by students and their causes and to select methods of overcoming them [13]. Researching the problem of overcoming and preventing pedagogical barriers, I. Glazkova [2] studies the nature of a cognitive barrier and describes it as an inner obstacle reproduced in the human mind that is found in breaking the semantic matching of consciousness, objective conditions and forms of activities; deep inner work of understanding the critical situation, the birth of experience; inner mental activity aimed at the elimination of activity disorder, reconstruction of semantic structures of the individual that is associated with changes in the psyche which reflect a lack of inner sources needed to overcome critical situations and to ensure the success of pedagogical activity. The researcher notes that the activation of inner resources to overcome the crisis and the intensification of a sense of person, values, needs, motives are stimuli for the transformation of the psychological structure of the personality and they are also mechanisms of cognitive barriers. The condition of a cognitive barrier act is the interaction of the cognitive experience of the subject to another one, somebody else's cognitive experience or that one which actually exists. The cognitive barrier is overcome in a constructive way (transformation of sense structures of the individual) or destructive one (renunciation of productive solving of critical situations), which affects the success of the educational activities [2, p. 139–140]. We agree with the author that the knowledge of the nature and mechanisms of cognitive barriers helps to identify students' common mistakes and difficulties and to predict troubles and overcome them using the most appropriate methods and techniques. Thus, the presence of cognitive barriers that are successfully overcome by students contributes to the self-development and self-improvement of future teachers.

P. Halperin, G. Granatov, I. Glazkova, O. Nickolskaya, N. Talyzina note that cognitive barriers arise both in those who learn and those who teach. Therefore, it is reasonable to select appropriate teaching methods to improve the efficiency of young professionals' training.

I. Glazkova distinguishes internal and external pedagogical barriers in future teachers' professional activity [2, p. 90]. The author suggests the following external pedagogical barriers as the content and forms of educational activities (large amounts of information in the curriculum, inconvenient time-tabling, planning and solving educational problems). The researcher divides internal pedagogical barriers into psycho-physiological (low self-esteem, temperament mismatch, personality traits and qualities) and

emotional (frustration, apathy, fatigue, irritability, anxiety, actualization of negative traces of emotional memory) [2].

The cultivation of readiness for self-improvement involves self-educational activity (self-education as part of future teacher's self-improvement), which is full of pedagogical barriers. According to the requirements of the future teacher's activity, we distinguish the following barriers to self-education: lack of awareness of the necessity to enrich knowledge; inability to monitor urgent information; lack of (reader's) interest; lack of interest in unloved, «boring» subjects, lack of research tasks for independent work; a short list of topics for independent study; inability to specifically choose the theme of enriching the relevant knowledge; irrational allocation of time and means of self-education; inability to choose and systematize alternative ways of self-education; lack of material and a technical base for self-education, lack of own self-education plan.

Studying the problem of future teachers' training, it should be noted that a self-education barrier, on the one hand, can be an obstacle to a successful student's learning, and, on the other hand – it can be a motive for enriching new knowledge and a mechanism of self-improvement. The detection of the contradictions between the lack of knowledge and the need for professional knowledge is an activator of cognitive activity in a future teacher and a stimulus to overcome self-education barriers.

In addition, one of the components of self-improvement is the self-professionalization of a student. Therefore, it is reasonable to distinguish barriers to self-professionalization.

The process of self-professionalization also provides qualitative transformation, personality self-changing. Exploring the problem of personality self-changing, L. Ruvynskuy came to the conclusion that the process of self-professionalization allows the individual to achieve more independence of external conditions. The author notes that «development of self-education» is characterized by the «arising of qualitative changes», «forming and changing levels of self-professionalization» [11, p. 10]. According to A. Markova, the inefficiency of teachers' work to some extent depends on the presence of obstacles to professionalism. The author defines difficulties as (subjectively perceived) the state of a pause or a break in the activity, the collision with an obstacle or inability to move to the next level of the activity [7]. The researcher singles out the positive and negative functions of future teachers' difficulties. Gaining the attention of those teachers has an indicator meaning and the activation of the teacher's activity during the analysis and overcoming of difficulties brings mobilization (positive functions). The

lack of conditions for overcoming difficulties, dissatisfaction with oneself mean restraint and the break in activity has a destructive meaning. M. Podymov [10] describes the essential characteristics of barriers in educational activities. He determines the specificity of the barrier manifestation through the appearance of «critical points» in the process of activity. The favorable or unfavorable effect for the subject is defined in these «critical points» The author notes that the creation of barriers is associated with mental activity directed at overcoming arising deviations in activities and restructuring the sense component of a personality. Further, he notes the awareness of the causes and mechanisms of barriers, the awareness of the destructive influence of an obstacle on the process and results of the activity, the actualization of internal psychological resources, the estimation of the possibilities of overcoming difficulties and the way out of the crisis. The author points out the positive and negative functions of barriers. Thus, the process of self-professionalization is accompanied by qualitative changes and involves the overcoming of barriers.

Certain situations can provoke barriers appearing in the professional activity of a teacher. A. Markova mentions the following situations: situations of uncertainty (a sudden change of time-table, change of colleagues, an unexpected visit of a lesson by administrative personnel, non-standard conditions during the lesson, which require teacher's improvisation); situations with complicated conditions of teacher activity (many hours, multi-disciplinary teaching, extra load, a lack of time to prepare for classes, low-quality leisure); situations of dissatisfaction (a lack of own activity satisfaction, inconsistency between needs and abilities); situations of conflict (a lack of understanding, inability to find constructive ways of solutions to problems); situations of socio-economic instability (a delay of salary, contract system of employment, reduction of the status of a profession, loss of job); situations of changes in social status (certification, competitions, development of author programmes, comparison of teachers at different rates) and others [7]. A. Palakhov identifies individual personality characteristics among barriers in the professional activity of a teacher [8, p. 62].

Analyzing the works of scientists, we distinguish such barriers to self-professionalization: individual peculiarities of a future teacher's personality (as a psycho-physiological barrier); a lack of experience in identifying and developing own potential; a student's inability to set clear goals, foresee the results and perform running checks on themselves; emotional overstrain; lacking good pedagogical skills.

Among the professional and personal qualities which are necessary for the readiness for self-improvement we distinguish purposefulness, aspiration to self-improvement, pedagogical fitness. The latter we consider as a student's ability to make use of his own abilities by successfully overcoming barriers to self-education and self-professionalization that provide systematic, purposeful self-improvement in a future teacher. Pedagogical fitness includes the choice of goals, plans of action, allocation of time, selection of means of achieving goals, the possession of the skills to effectively make a long-term plan and perform a certain task. The criterion of trained pedagogical mastery is self-organization in a future teacher. One aspect of self-organization is making a plan of tasks taking into consideration the terms of fulfilling each item.

Barriers to self-education and self-professionalization, on the one hand, hinder the future teacher's self-improvement process (if the barriers are insurmountable), and on the other hand, they are stimulators of self-change and self-creation (if they are successfully overcome).

We think that solving the problem of the cultivation of future teachers' readiness for self-improvement is based on the individualization of professional training. I. Shymanovych focuses attention on the fact that the professional self-education of a future teacher is «a conscious activity aimed at professional and personal development of his own individuality for a more complete self-realization in the pedagogical process» [10, p. 21]. This opinion stresses the importance of the individualization of professional training in the cultivation of future professionals' readiness for self-improvement. Related studies present new horizons of understanding this phenomenon and provide an organization of the educational process in which the choice of methods, techniques and the rate of learning take into account the personality of a student and take account of the proportionality of self-education, self-professionalization and self-development. Thus, the success of the cultivation of future teachers' readiness for self-improvement is connected with the individualization of professional training.

Relying on the researches of G. Selevko, B. Broyde, R. Artamonova [12], we consider the individualization of future teachers' training as the organization of the educational process that involves the selection of means, the learning rate, consideration of the individual characteristics of students; a series of educational, methodological, psychological, pedagogical, organizational and administrative measures to ensure an individual approach to a student of a higher educational institution.

We distinguish the following functions in the individualization of future teachers' training: cognitive evaluation (cognition of individual peculiarities of a personality, values education, cognitive needs for the process of self-improvement, motivation and development of cognitive interests); the socio-preventive function (the ability to overcome the limit of «necessity» in knowledge today and work for the future, the ability to take responsibility for the preservation and development of the scientific achievements of society, on the natural-scientific base the ability to systematize knowledge of the functioning of an individual in different age groups, anticipate and take into account the potential danger of the educational environment, estimate risks that can appear in the pedagogical space); professionalism orientation (individual self-determination, systematic work on deepening professional knowledge, conscious choice of self-improvement means); developing (development of individuality and creative potential of a personality).

The individualization of future teachers' training involves the creation of an individualized educational environment since the formation of a future specialist's personal sphere is under the influence of specific professional conditions. This individualized educational environment is characterized as a complex dynamic system that catalyzes self-actualization of a future specialist personality and involves the interaction of participants of the pedagogical process based on the individual approach.

Conclusions

Having analyzed the published work on the above-mentioned problem, it has been determined that the individualization of future teachers' training is regarded as the organization of an educational process that involves the selection of means, learning rate, taking into consideration the individual characteristics of a personality and a series of measures to ensure an individual approach to a student of a higher educational institution. Individualization of professional training involves the creation of an individualized educational environment and contributes to the formation of the system of settings which guides the student to permanent self-improvement. Future teacher self-improvement is a three-vector process of self-education, self-professionalization and self-development. The high-priority potentiality of future teacher self-improvement is self-development on the basis of revealing the individuality of a student. Self-development of a future teacher is an active, conscious and purposeful activity of a student, which involves the disclosure of his personality, a progressive movement towards self-realization and professional self-improvement. Future teacher self-improve-

ment empowers the student to overcome barriers successfully to self-education and self-professionalization. Readiness for self-improvement is a required attribute in the professional development of a teacher.

Perspectives on further research. We see perspectives in studying the problem of future teachers' readiness for self-improvement in the process of working with heterogeneous groups.

References

- [1] Антонюк, В. И., Опыт исследования социально-психологических проблем системных нововведений: автореф. дисс. на соискание учен. степени канд. филос. наук / В. И. Антонюк. – М., 1975. – 22 с (Antonyuk, V. I., Opyt issledovaniya sotsial'no-psikhologicheskikh problem sistemnykh novovvedeniy: avtoref. diss. na soiskanie uchen. stepeni kand. filos. nauk / V. I. Antonyuk. – М., 1975. – 22 s).
- [2] Глазкова, І. Я., Теоретико-методичні засади формування у майбутніх учителів компетентності запобігання і подолання педагогічних бар'єрів у процесі професійної підготовки: дис. ... доктора пед. наук: 13.00.04 / Глазкова Ірина Яківна. – Запоріжжя, 2013. – 563 с (Glazkova, I. Ya., Teoretiko-metodichni zasadi formuvannya u maybutnikh uchiteliv kompetentnosti zapobigannya i podolannya pedagogichnikh bar'eriv u protsesi profesiynoi pidgotovki: dis. ... doktora ped. nauk: 13.00.04 / Glazkova, Irina Yakivna. – Zaporizhzhya, 2013. – 563 s).
- [3] Елканов, С. Б., Основы профессионального самовоспитания учителя / С. Б. Елканов. – М.: Просвещение, 1989. – 189 с (Elkanov, S. B., Osnovy professional'nogo samovospitaniya uchitelya / S. B. Elkanov. – М. : Prosveshchenie, 1989. – 189 s).
- [4] Ігнатюк, О. А., Формування майбутнього інженера до професійного самовдосконалення: теорія і практика: монографія / Ольга Анатоліївна Ігнатюк. – Харків: НТУ «ХПІ», 2009. – 434 с (Ignatyuk, O. A., Formuvannya maybutn'ogo inzhenera do profesijnogo samovdoskonallennya: teoriya i praktika : monografiya / O. A. Ignatyuk. – Kharkiv: NTU «KhPI», 2009. – 434 s).
- [5] Крохмаль, А. М., Формування потреби в професійному самовдосконаленні студентів вищих технічних навчальних закладів: дис. ... канд. пед. наук: 13.00.04 / Крохмаль Алла Миколаївна. – Х., 2012. – 202 с (Krokhmal', A. M., Formuvannya potrebi v profesijnomu samovdoskonallenni studentiv vishchikh

- tekhnichnikh navchal'nikh zakladiv: dis. ... kand. ped. nauk: 13.00.04 / Krokhmal', A. M. – Kh., 2012. – 202 s).
- [6] Лушикова, Д. В., Психологічні складові схильності особистості до само змінювання: автореф. дис. на здобуття наук. ступеня канд. психол. наук: спец. 19.00.01 «Загальна психологія, історія психології» / Д. В. Лушикова. – Одеса – 2009. – 24 с (Lushchikova, D. V., Psikhologichni skladovi skhil'nosti osobistosti do samo zminyuvannya: avtoref. dis. na zdobuttya nauk. stupenya kand. psikhol. nauk : spets. 19.00.01 «Zagal'na psikhologiya, istoriya psikhologii» / D. V. Lushikova. – Odesa – 2009. – 24 s).
- [7] Маркова, А. К., Психология труда учителя: книга (для учителя) / Аэлита Капитоновна Маркова. – М.: Просвещение, 1993. – 192 с (Markova, A. K., Psikhologiya truda uchitelya: kniga [dlya uchitelya] / A. K. Markova. – М. : Prosveshchenie, 1993. – 192 s).
- [8] Палахов, А. Г., Типология психологических трудностей в педагогической деятельности учителя / А. Г. Палахов // О путях повышения эффективности труда учителя. – М., 1989. – с. 62 (Palakhov A. G., Tipologiya psikhologicheskikh trudnostey v pedagogicheskoy deyatel'nosti uchitelya / A. G. Palakhov // O putyakh povysheniya effektivnosti truda uchitelya. – М., 1989. – S. 62).
- [9] Пехота, О. М., Особистісно-орієнтоване навчання: підготовка вчителя: монографія / О. М. Пехота, А. М. Старєва. – 2-е вид., допов. та перероб. – Миколаїв: Іліон, 2006. – 272 с (Pekhota O. M., Osobistisno-orientovane navchannya: pidgotovka vchitelya: monografiya / O. M. Pekhota, A. M. Stareva. – 2-e vid., dopov. ta prerob. – Mikolaïv: Ilion, 2006. – 272).
- [10] Подымов, Н. А., Психологические барьеры в профессиональной деятельности учителя: дисс. ... доктора псих. наук: 19.00.07 / Подымов Николай Анатольевич. – Курск, 1999. – 390 с (Podymov, N. A., Psikhologicheskie bar'ery v professional'noy deyatel'nosti uchitelya: diss. ... doktora psikh. nauk: 19.00.07 / Podymov, N. A. – Kursk, 1999. – 390 s).
- [11] Рувинский, Л. И., Психология самовоспитания / Л. И. Рувинский. – М.: Просвещение, 1982. – с. 6–87 (Ruvinskiy, L. I., Psikhologiya samovospitaniya / L. I. Ruvinskiy. – М.: Prosveshchenie, 1982. – S. 6–87).
- [12] Селевко, Г. К., Дифференциация обучения / Г. К. Селевко, Б. А. Бройде, Р. Б. Артамонова. – Ярославль, 1995. – 54 с (Selevko, G. K.,

- Differentsiatsiya obucheniya / G. K. Selevko, B. A. Broyde, R. B. Artamonova. – Yaroslavl', 1995. – 54 s).
- [13] Тертична, В. Ф., Самовдосконалення особистості: культурологічний аспект: автореф. дис. на здобуття наук. ступеня канд. пед. наук: спец. 09.00.04 «Філософська антропологія, філософія культури» / В. Ф. Тертична. – Х., 1999. – 20 с (Tertichna, V. F., Samovdoskonalennya osobistosti: kul'turologichniy aspekt: avtoref. dis. na zdobuttya nauk. stupenya kand. ped. nauk: spets. 09.00.04 «Filosofs'ka antropologiya, filosofiya kul'turi» / V. F. Tertichna. – Kh., 1999. – 20 s).
- [14] Шиманович, І. В., Формування в майбутніх учителів потреби в професійному самовихованні: дис. ... канд. пед. наук: 13.00.04 / Шиманович Ірина Вікторівна. – Запоріжжя, 2008. – 215 с (Shimanovich, I. V., Formuvannya v maybutnikh uchiteliv potrebi v profesiynomu samovikhovanni: dis. ... kand. ped. nauk: 13.00.04 / Shimanovich, I. V. – Zaporizhzhya, 2008. – 215 s).
- [15] Ярославська, Л. І., Дидактичні умови подолання педагогічних бар'єрів у процесі навчального співробітництва викладачів і студентів: дис. ... канд. пед. наук: 13.00.04 / Ярославська Людмила Ігорівна. – Харків, 2010. – 178 с (Yaroslavs'ka, L. I., Didaktichni umovi podolannya pedagogichnikh bar'eriv u protsesi navchal'nogo spivrobitnitstva vikladachiv i studentiv: dis. ... kand. ped. nauk: 13.00.04 / Yaroslavs'ka, L. I. – Kharkiv, 2010. – 178 s).

List of authors

- AFONINA, Veronika: PhD student, Yaroslav-the-Wise Novgorod State University, Russia
- ALGERMISSEN, Ulf: Dr., University of Hildesheim, Germany
- EFIMOVA, Galina: PhD, lecturer, Tyumen State University, Russia
- GRAUMANN, Olga: Dr. Dr. h.c., Professor, University of Hildesheim, Germany
- GURENKO, Olga: Doctor of Pedagogical Sciences, Associate Professor, Vice Rector, Berdyansk State Pedagogical University, Ukraine
- HNOYEVSKA, Oksana: Dr., Head of the Laboratory of Education Management. National Pedagogical Dragomanov University in Kiev, Ukraine
- LYADNEVA, Anastasiya: Teacher, PhD student, National Pedagogical Dragomanov University, Kiev, Ukraine
- MATUSEVYCH, Tetiana: Dr., Ass. Prof., National Pedagogical Dragomanov University, Kiev, Ukraine
- MELNIK, Volha: Head of the Postgraduate Department, Public institution of education «Academy of Post-Diploma Education», Minsk, Belarus
- POPELIUSHKO, Roman: Doctoral Candidate in Psychological Sciences, Associate Professor, Khmelnytskyi National University, Ukraine
- SHEREMET, Maria: Doctor of Education, Professor, Faculty of Correctional Pedagogy and Psychology, National Pedagogical Dragomanov University in Kiev, Ukraine
- SHIRINA, Tajana: PhD student, lecturer, Yaroslav-the-Wise Novgorod State University, Russia
- TOLSTIKOV, Andrej: PhD, Professor, Vice Rector for Research and International Affairs, Tyumen State University, Russia
- TRASHCHENKOVA, Svetlana: PhD, Federal State-Funded Educational Institution of Higher Education, Yaroslav-the-Wise Novgorod State University, Russia
- TSYRULIK, Nadja: PhD student, lecturer, Mosyr State Pedagogical Schamjakin University, Mozyr, Belarus
- SWETLANA, Vodneva: PhD student, Novgorod State University in Velikij Novgorod, Russia

VOLOSNIKOVA, Ludmila: PhD, Professor, Director of the Institute of Psychology and Pedagogy, Tyumen State University, Russia

WHYBRA, David: B.A. Dual Honours, former Senior Lecturer at the University of Hildesheim, Germany

YAROSHENKO, Alla: Dr., Professor, National Pedagogical Dragomanov University, Kiev, Ukraine

ZINOVYEVA, Svetlana: PhD student, Federal State-Funded Educational Institution of Higher Education, Yaroslav-the-Wise Novgorod State University



Tempusprogramm

Die Aufmerksamkeit und Verantwortlichkeit für problematische Rand- und Übergangsphänomene in pädagogischen Handlungsfeldern ist intensiviert worden. Ganze Bereiche der Sonderpädagogik werden nachhaltig in Frage gestellt. Auch in den Aus- und Weiterbildungssystemen Russlands, der Ukraine und Weißrusslands gelangte das Thema einer menschenrechtsbasierten inklusiven Pädagogik in den letzten Jahren zunehmend in den Fokus. Es werden Fragen aufgeworfen, die insbesondere auch angesichts aktueller neuer politischer Trennlinien zwischen Ost und West neugierig machen auf die Verhältnisse und Gestaltungen, in und unter denen sich Menschen begegnen, helfen, miteinander kooperieren, sich verstehen, Teilhabe ermöglichen und Probleme lösen. Die Beiträge sind daher in der komparativen pädagogischen Diskussion für Lehrende in Schule Hochschule, für Studierende und für Leser, die über den eigenen Tellerrand hinausschauen, von Interesse.

In the field of education, the attention to and concern for marginal and transitional phenomena, however problematical they may be, have intensified. Whole sections of special education are now being seriously questioned. In recent years the focus of Further Education systems in Russia, the Ukraine and Belarus has increasingly turned to human-rights-based, inclusive education. In the face of new political boundaries between East and West, there is great interest in the conditions and arrangements under which people now come together, help one another, work in cooperation, understand one another, encourage participation and solve problems. The contributions to this volume are of interest to those involved in comparative education, whether they be teachers at university, further education institutes or in school, students of education or those readers who like to think outside the box.